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ABSTRACT

These teacher's materials for a three-unit competency-based course were developed to provide employers and their employees with current information about ways to protect themselves against personal and business-related crimes. They may be used in secondary and postsecondary education settings and in short-term adult training programs. The three units are on establishing a secure work environment, applying on-the-job security procedures, and taking precautions for personal safety. The first section is designed to show teachers how to use the materials and includes an explanation of instructional elements, an instructional task analysis for each unit, a glossary, and a list of 12 references. The instructional elements for the units include objectives, suggested activities, information sheets, transparency masters, assignment sheets, answers to assignment sheets, job sheets, tests, and test answers. Some elements, such as the information sheets, include diagrams and line drawings. (CML)

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Personnel Security

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PERSONNEL SECURITY

Written and Edited by

Jane Huston

Developed by

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PERSONNEL SECURITY

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FOREWORD

Personnel Security was written to provide employers and their employees with current information about ways to protect themselves against personal and business-related crimes. No methods of prevention can give 100% assurance that a crime will not occur; however, practicing recommended security procedures can minimize the risk of a serious crime happening to you.

This publication is competency-based and can be used in secondary, post-secondary and short-term adult training programs. Instructional materials are written in terms of student performance using measurable objectives. This is an innovative approach to teaching that accents and augments the teaching/learning process. Criterion referenced evaluation instruments are provided for uniform measurements of student competency and progress.

It is the sincere belief of the MAVCC personnel that this publication will allow students to become better prepared for a more effective, efficient, safe and secure work environment.

Bob Patton, Chairman
Board of Directors
Mid-America Vocational
Curriculum Consortium

Greg Pierce
Executive Director
Mid-America Vocational
Curriculum Consortium

ACKNOWLEDGEMENTS

Appreciation is extended to those individuals who contributed their time and talent to the development of *Personnel Security.* They are:

Linda Vincent, Consultant	Lafayette, Louisiana
Leonard Pokladnik, Consultant	Bismarck, North Dakota

A special thank you is extended to Dr. Linda Vincent, Director, School of Home Economics, University of Southwestern Louisiana, for sharing her collection of resource materials on personnel security with us.

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California Restaurant Association	Los Angeles, California

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USE OF THIS PUBLICATION

Instructional Units

Personnel Security contains three units. Each instructional unit includes some or all of the basic components of a unit of instruction; performance objectives, suggested activities for teachers and students, information sheets, transparency masters, assignment sheets, job sheets, practical tests, written tests, and answers to the assignment sheets and tests. Units are planned for more than one lesson or class period of instruction.

Careful study of each instructional unit by the teacher will help to determine:

A. The amount of material that can be covered in each class period
B. The skills which must be demonstrated

    1. Supplies needed
    2. Equipment needed
    3. Amount of practice needed
    4. Amount of class time needed for demonstrations

C. Supplementary materials such as pamphlets or filmstrips that must be ordered
D. Resource people who must be contacted

Objectives

Each unit of instruction is based on performance objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives which will fit the material to the needs of the students and community. When teachers add objectives, they should remember to supply the needed information, assignment and/or job sheets, and criterion tests.

Suggested Activities for the Instructor

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives. Duties of instructors will vary according to the particular unit; however, for best use of the material they should include the following: provide students with objective sheet, information sheet, assignment sheets, and job sheets; preview filmstrips, make transparencies, and arrange for resource materials and people; discuss unit and specific objectives and information sheet; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Information Sheets

Information sheets provide content essential for meeting the cognitive (knowledge) objectives in the unit. The teacher will find that the information sheets serve as an excellent guide for presenting the background knowledge necessary to develop the skill specified in the unit objective.

Students should read the information sheets before the information is discussed in class. Students may take additional notes on the information sheets.

Transparency Masters

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheets. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledge which is a necessary prerequisite to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Job Sheets

Job sheets are an important segment of each unit. The instructor should be able to demonstrate the skills outlined in the job sheets. Procedures outlined in the job sheets give direction to the skill being taught and allow both student and teacher to check student progress toward the accomplishment of the skill. Job sheets provide a ready outline for students to follow if they have missed a demonstration. Job sheets also furnish potential employers with a picture of the skills being taught and the performances which might reasonably be expected from a person who has had this training.

Test and Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the unit objective. Test items for objectives added by the teacher should be constructed and added to the test.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

PERSONNEL SECURITY

INSTRUCTIONAL ANALYSIS

JOB TRAINING: What the Worker Should Be Able to Do (Psychomotor)	RELATED INFORMATION: What The Worker Should Know (Cognitive)
UNIT I: ESTABLISHING A SECURE WORK ENVIRONMENT	
	1. Terms and definitions
	2. Types of business-related crimes
	3. Steps in establishing a security program
	4. Employer/employee responsibilities concerning security training
	5. Security factors in facility design
	6. Environmental security devices
	7. Security of business keys
	8. Means of employee identification
	9. Indicators of high risk employees
	10. Ways to control internal theft
11. Locate security devices in and around your training station	
12. Complete a security checklist concerning your work environment	
13. Solve management problems	
UNIT II: APPLYING ON-THE-JOB SECURITY PROCEDURES	
	1. Terms and definitions
	2. Recommended opening procedure for business establishments
	3. Recommended closing procedure for business establishments
	4. Door security procedures during business hours

JOB TRAINING: What the Worker Should Be Able to Do (Psychomotor)	RELATED INFORMATION: What The Worker Should Know (Cognitive)
	5. Precautions for handling money
	6. Transporting money to the bank
	7. Techniques for the prevention of burglaries
	8. Most important factors in committing a robbery
	9. Techniques for the prevention of robberies
	10. Procedure for reporting a robbery
	11. Ways to prevent violence during a robbery
	12. Basic types of weapons
	13. Types of information included on a crime fact sheet
	14. Procedure for providing a physical description of the robber/assailant
	15. Procedures for handling telephone threats
	16. Procedure to follow in the event of a demonstration
	17. Plans for an emergency evacuation
18. Prepare a weekly schedule for transporting money to the bank	
19. List preventive techniques for burglaries and robberies	
20. Identify locations where a thief could be hidden in your training station	
21. Prepare an emergency procedure poster	
22. Make a door code device for determining an offender's height	

JOB TRAINING: What the Worker Should Be Able to Do (Psychomotor)	RELATED INFORMATION: What The Worker Should Know (Cognitive)
23. Complete a crime fact sheet	
24. Complete a crime vulnerability checklist	
25. Apply on-the-job security procedures in crime-related situations	

UNIT III: TAKING PRECAUTIONS FOR PERSONAL SAFETY

	1. Terms and definitions
	2. Precautions to take against possible attacks
	3. Precautions for leaving work after dark
	4. Precautions for walking home after dark
	5. Precautions for driving home late at night
	6. Ways to prevent rape
	7. Procedure to follow if rape occurs
8. Solve problems related to personal safety	
9. Simulate self-defense against personal assault	

PERSONNEL SECURITY

GLOSSARY

Assault — A threat or attempt to strike or otherwise do physical harm to a person

Battery — The actual beating or use of force on an individual without his/her consent

Burglary — The breaking and entering of a facility for the purpose of committing an unlawful act such as stealing anything of value

Crime — An act that has been committed which is against the law

Demonstration — An organized, public display of group feelings toward a person or cause. Participants generally carry signs or wear banners as a means of communication

Deter — To discourage from happening

Evacuation — The organized withdrawal of people from a facility for safety purposes

Internal theft — The taking of property (money, merchandise, and/or equipment) by an employee of the business establishment

Kidnap — To seize and detain by force or fraud; usually for the purpose of demanding a ransom

Prevent — To keep from happening

Rape — Any sexual intimacy forced upon one person by another

Robbery — The act of taking something (money, merchandise) away by threat, force or violence

Sabotage — The destruction of an employer's property by an employee or other person to hurt the business

Safety — State or condition of being safe; freedom from danger, risk or injury

Security — Protection against unnecessary expense or loss in monetary or human resources; measures taken by management to guard against sabotage, theft or attack

Sexual assault — Violence with sexual involvement

PERSONNEL SECURITY

REFERENCES

"Background Information and Fact Sheet on Shrinkage and Employee Theft." Commercial Guardian, Inc., 1920 West Corporate Way, Anaheim, CA 92801.

Green, Gion. *Introduction to Security.* 3rd ed. Woburn, MA: Butterworth Publishers, Inc., 1984.

Just Another Statistic. A Crime Prevention Booklet. National Safety Council, 444 North Michigan Avenue, Chicago, IL 60611.

Lyon, Barbara. *Business Management and Ownership.* Stillwater, OK: Oklahoma Curriculum and Instructional Materials Center, 1982.

McDonald, Hugh C. *Survival.* New York: Ballantine Books, 1982.

Ninemeier, Jack D. *Food and Beverage Security: A System Manual for Restaurants, Hotels and Clubs.* Boston, MA: CBI Publishing Company, Inc., 1982.

"Preventing Burglary and Robbery Loss," *Small Marketers Aids* No. 134. Small Business Administration, P.O. BOx 15434, Fort Worth, TX 76119.

"Report on Security Program for Retail Marketing Division." Cities Service Company. Tulsa, OK, 1981.

Safety on the Streets. National Safety Council, 425 North Michigan Avenue, Chicago, IL.

Special Report: Securing Against Crimes. California Restaurant Association, 3780 Wilshire Boulevard, Suite 600, Los Angeles, CA 90010.

Your Bank and Armed Robbery. Condensed version. The Association for Bank Audit, Control and Operation, P.O. Box 500, Park Ridge,IL.

Vincent, Linda. Collection of notes. Lafayette, LA 1986.

NOTICE

The information and recommendations presented in this publication have been compiled from reliable sources and represent the best current opinion on personnel security. However, the Mid-America Vocational Curriculum Consortium cannot guarantee that all acceptable safety measures are provided, or that other or additional measures may not be required under particular or exceptional conditions or circumstances.

ESTABLISHING A SECURE WORK ENVIRONMENT

UNIT I
UNIT OBJECTIVE

After completion of this unit, the student should be able to assist management in establishing a secure work environment by applying knowledge about facility design, security devices, and the use of a security checklist. Competencies will be demonstrated by completing the assignment sheets and the unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to establishing a secure work environment with their correct definitions.
2. Match types of business-related crimes with their correct definitions.
3. List the four steps in establishing a security program.
4. List employer/employee responsibilities concerning security training.
5. Select true statements concerning security factors in facility design.
6. Select from a list environmental security devices.
7. Complete a list of statements concerning security of business keys.
8. List three means of employee identification.
9. Select from a list indicators of high risk employees.
10. Complete a list of ways to control internal theft.

OBJECTIVE SHEET

11. Locate security devices in and around your training station. (Assignment Sheet #1)

12. Complete a security checklist concerning your work environment. (Assignment Sheet #2)

13. Solve management problems. (Assignment Sheet #3)

ESTABLISHING A SECURE WORK ENVIRONMENT
UNIT I

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to class to supplement/reinforce information provided in this unit of instruction.

(NOTE: This activity should be completed prior to the teaching of this unit.)

B. Make transparencies from the transparency masters included with this unit.

C. Provide students with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets.

(NOTE: Use the transparencies to enhance the information as needed.)

G. Integrate the following activities throughout the teaching of this unit:

1. Invite the public information officer from your local police department to speak on business-related crimes and ways to discourage criminals from actions at your business.

2. Have class establish a security program for a ficticious business based on interviews with their training station supervisors. This should be a group project where ideas can be discussed and the students can decide what to include in the program.

3. Prepare a basic store layout and have students insert security devices and mark any errors in facility design which you have purposely included on the layout.

4. Provide scenarios concerning high risk employees and internal theft situations and have students identify problems.

5. Arrange for a panel discussion of management personnel who have been involved in establishing a security program.

6. Meet individually with students to evaluate their progress through this unit of instruction, and indicate to them possible areas for improvement.

H. Administer test.

I. Evaluate test.

J. Reteach if necessary.

REFERENCES USED IN DEVELOPING THIS UNIT

A. Ninemeier, Jack D. *Food and Beverage Security: A Systems Manual for Restaurants, Hotels and Clubs.* Boston, MA: CBI Publishing Company, Inc., 1982.

B. Green, Gion. *Introduction to Security.* 3rd ed. Woburn, MA: Butterworth Publishers, Inc., 1984.

C. Lyon, Barbara. *Business Management and Ownership.* Stillwater, OK: Oklahoma Curriculum and Instructional Materials Center, 1982.

D. "Report on Security Program for Retail Marketing Division." Cities Service Company. Tulsa, OK, 1981.

E. "Background Information and Fact Sheet on Shrinkage and Employee Theft." Commercial Guardian, Inc., 1920 West Corporate Way, Anaheim, CA 92801.

SUGGESTED SUPPLEMENTAL MATERIALS

Publications . . .

A. *Accident Prevention Manual for Industrial Operations — Administration and Programs.* 8th ed. Chicago, IL: National Safety Council, 1983.

B. Ellis, Jr., Raymond C. *Security and Loss Prevention Management.* East Lansing, MI: The Educational Institute of the American Hotel and Motel Association, 1986.

(NOTE: This publication may be ordered by writing to P.O. Box 1240, East Lansing, Michigan 48823 or by calling (517) 353-5500.)

C. "Preventing Employee Pilferage." *Management Aids,* No. 209. Small Business Administration, P.O. Box 15434, Fort Worth, TX 76119.

D. "Preventing Embezzlement." *Small Marketers Aids* No. 151. Small Business Administration, P.O. Box 15434, Fort Worth, TX 76119.

(NOTE: Other publications related to crime in business are available by writing to the Small Business Administration.)

Films . . .

A. *The Ten Billion Dollar Rip-Off.* NYE and Associates, 1037 North Cole Avenue, Los Angeles, CA 90038

(NOTE: This film deals with internal theft.)

SUGGESTED SUPPLEMENTAL MATERIALS

B. *Before It's Too Late*. Motorola Teleprograms, Inc., 4825 North Scott Street, Suite 26, Schiller Park, IL 60176.

(NOTE: This film deals with law enforcement personnel and citizens and their need to work together to prevent crime.)

C. *Locks*. Charles S. MacCrone Productions, 8048 Soquel Drive, Suite H, Aptos, CA 95003.

(NOTE: This subject is covered in four films dealing with types of locks for doors and windows.)

ESTABLISHING A SECURE WORK ENVIRONMENT
UNIT I

INFORMATION SHEET

I. **Terms and definitions**

A. Crime — An act that has been committed which is against the law

B. Deter — To discourage from happening

C. Prevent — To keep from happening

D. Safety — State or condition of being safe; freedom from danger, risk or injury

E. Security — Protection against unnecessary expense or loss in monetary or human resources; measures taken by management to guard against sabotage, theft or attack

II. **Types of business-related crimes**

(NOTE: Techniques for the prevention of the crimes listed below will be addressed in this publication.)

A. Assault — A threat or attempt to strike or otherwise do physical harm to a person

B. Battery — The actual beating or use of force on an individual without his/her consent

C. Burglary — The breaking and entering of a facility for the purpose of committing an unlawful act such as stealing anything of value

D. Internal theft — The taking of property (money, merchandise, and/or equipment) by an employee of the business establishment

E. Kidnap — To seize and detain by force or fraud; usually for the purpose of demanding a ransom

F. Robbery — The act of taking something (money, merchandise) away by threat, force, or violence

G. Sabotage — The destruction of an employer's property by an employee or other person to hurt the business

Examples: Arson, bombing

INFORMATION SHEET

III. **Steps in establishing a security program** (Transparency 1)

(NOTE: A large amount of crime is made possible because we create the perfect opportunities for criminals to strike. A good security program can help prevent a crime from happening in your business.)

A. Develop a sound plan.

(NOTE: Your local law enforcement agency is an excellent source for information in developing a plan for your business.)

B. Implement it.

(NOTE: Hold regular training sessions with employees to discuss and review security procedures.)

C. Practice it.

(NOTE: Have employees role play security situations which may occur inside or outside business facility.)

D. Evaluate it.

(NOTE: This should be done at least once a year and may involve a security check of the facility and the security procedures being followed by employees.)

IV. **Employer/employee responsibilities concerning security training**

A. It is the employer's responsibility to provide on-the-job and personal security training. This is essential in developing a plan and keeping it functioning.

B. It is the employee's responsibility to realize the importance of a good security plan and to practice recommended security procedures.

V. **Security factors in facility design** (Transparency 2)

(NOTE: Although facility design is a management decision, it is helpful for all employees to be aware of these security factors.)

A. Night lights should be installed inside and out to allow visibility on both sides of glass.

(NOTE: A robber does not want to be observed entering or being in facility.)

B. Doorways should be kept free from clutter. Locate bushes, trees, and other decorative items away from entrances and exits.

C. Windows should face street for easy viewing by customers and traffic.

(NOTE: This may alert public or police that a robbery is in process.)

INFORMATION SHEET

D. Windows that open should have crossbars, padlocks, bolts or other locking devices to secure them on inside.

E. Access to roof should be limited. Secure any openings in roof which may provide entry by thief.

F. Counter area should be clean, orderly, and unobstructed from interior and exterior viewing.

G. Counter should be placed in busy area of store near entrance/exit where all customers will pass.

H. Safe should be installed in counter, wall, or floor and should only allow employee to make money drop in slot.

(NOTE: Employee should not have access to safe's contents.)

VI. Environmental security devices

A. Fences, walls, and other barriers

B. Lighting inside and out

(NOTE: Self-activated lights on a timer will prevent a business from being dark as a result of a forgetful employee.)

C. Sturdy locks

(NOTE: Consult a locksmith for inspection and recommendations.)

D. Front windows of tempered glass or impact-resistant plastic windows

E. Solid doors and door frames

F. Continuous deposit drop safe

G. Alarm systems installed on all windows and doors

(NOTE: It is a good plan to post signs to alert would-be burglars that alarm systems are in use.)

H. Electronic sensors

(NOTE: These devices can pick up motion and sound.)

I. Viewing mirror/window

(NOTE: This may be placed by manager's office for surveillance of both customers and employees.)

INFORMATION SHEET

J. Closed circuit television

(NOTE: This is ideal for observing activity at front door, back door and cash register.)

K. Security guards

VII. **Security of business keys**

A. Issue as few keys as possible.

(NOTE: Necessity is the only reason to issue keys.)

B. Keep up-to-date records of all keys and to whom they were issued.

C. Stamp "Do Not Duplicate" on employee keys.

D. Avoid using master keys.

E. Keep any extra keys locked up.

F. Retrieve all keys in possession of a terminating employee.

(NOTE: It is wise to withhold a final paycheck until the employee has turned in the key.)

VIII. **Means of employee identification** (Transparency 3)

A. Uniforms

B. Name tags

C. Badges

(NOTE: Badges are the most effective means of employee identification because they will include a photograph of the person in addition to the name and any identification number.)

IX. **Indicators of high risk employees**

(NOTE: It is important for employees, as well as management, to be alert on the job and to report any unusual activity by other employees which could pose a threat to the customers, other employees, or the business facility.)

A. Family problems

B. Home emergencies

C. Chronic liar

INFORMATION SHEET

D. Living beyond means

E. Emotionally unstable

F. Heavy drinking

G. Drug use

H. Gambling

X. Ways to control internal theft

(NOTE: Employee theft of cash is responsible for $21.0 billion in losses per year. Factors which may lead to internal theft are attitude, opportunity, and need. Management can deal with attitude and opportunity. Only need cannot be controlled.)

A. Conduct personnel screening.

(NOTE: All prospective employees should be carefully screened.)

1. Request positive identification.

2. Check employment history and references.

INFORMATION SHEET

3. Administer polygraph test.

B. Provide adequate employee supervision

1. Separate employee responsibilities.
2. Rotate duties periodically.
3. Observe employee morale and offer management support.
4. Encourage employees to work and act honestly. Set a good example for them to follow.

   (NOTE: A reward and incentive program could help stop employee theft.)
5. Be fair.

C. Conduct periodic audits of

1. Daily receipts
2. Bank statements
3. Petty cash fund
4. Inventory

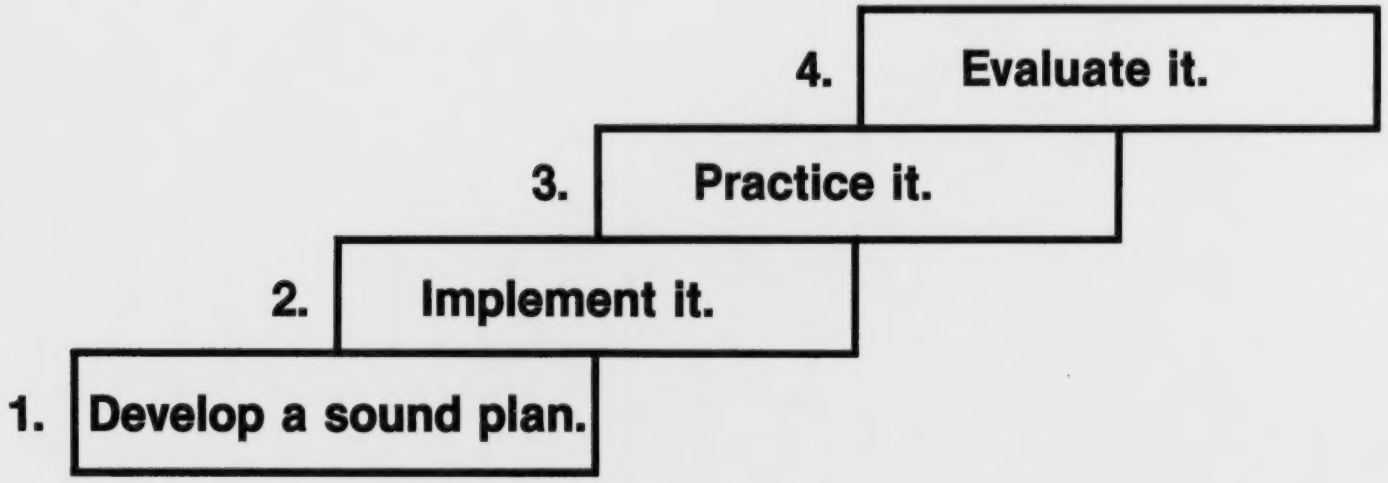
D. Minimize access to money.

E. Minimize access to financial records.

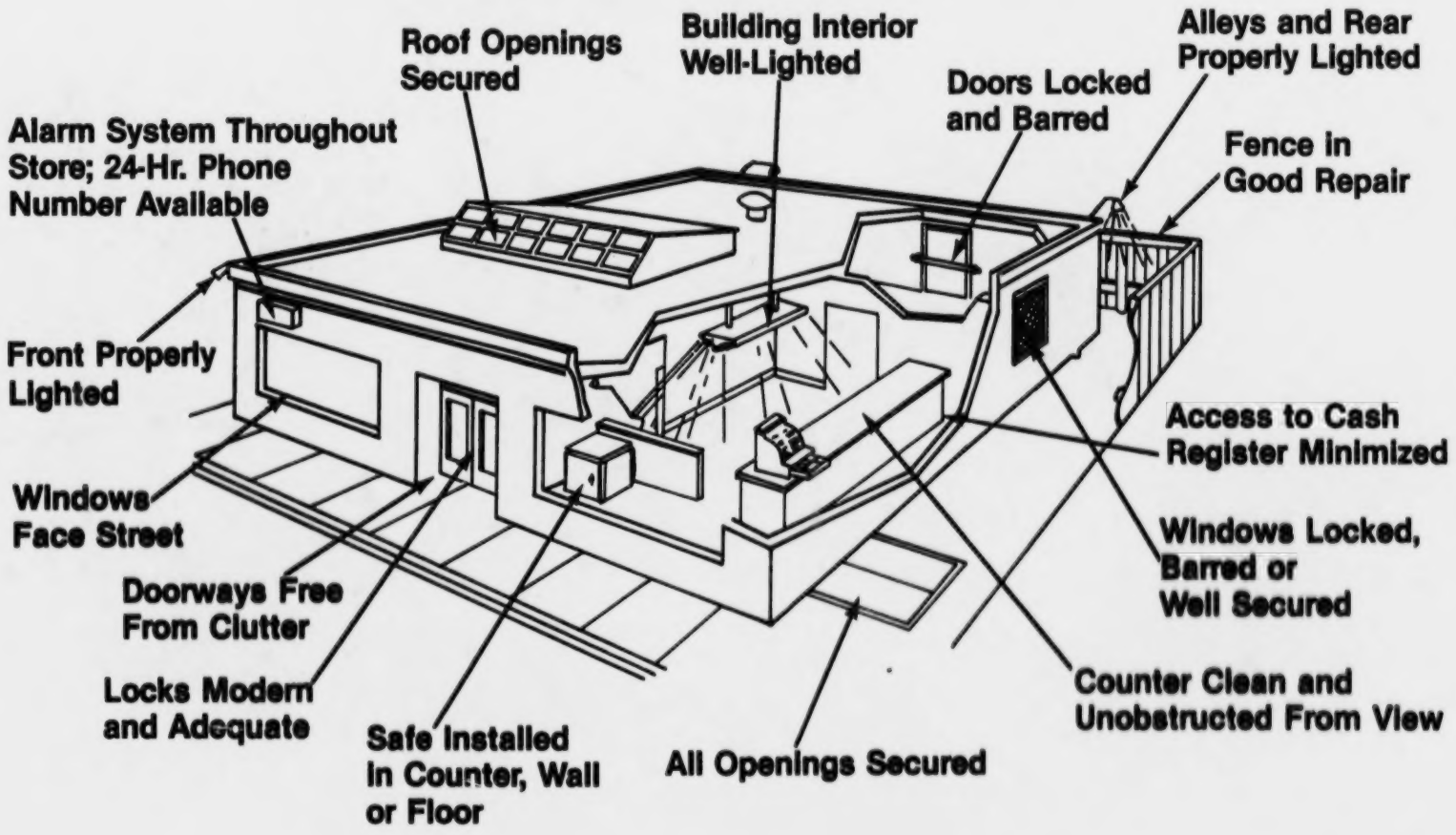
F. Check trash periodically for removal of money, merchandise, or equipment.

G. Investigate and prosecute internal thefts.

Steps in Establishing a Security Program

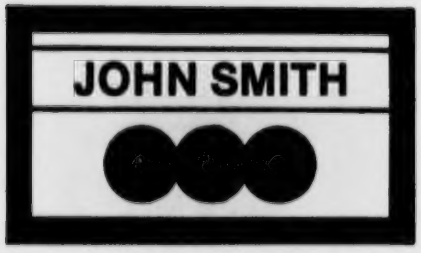


Security Factors in Facility Design


Roof Openings Secured
Building Interior Well-Lighted
Alleys and Rear Properly Lighted
Doors Locked and Barred
Alarm System Throughout Store; 24-Hr. Phone Number Available
Fence in Good Repair
Front Properly Lighted
Access to Cash Register Minimized
Windows Face Street
Windows Locked, Barred or Well Secured
Doorways Free From Clutter
Locks Modern and Adequate
Counter Clean and Unobstructed From View
Safe Installed in Counter, Wall or Floor
All Openings Secured

Means of Employee Identification

Uniform



Name Tag

Badge

ESTABLISHING A SECURE WORK ENVIRONMENT
UNIT I

ASSIGNMENT SHEET #1 — LOCATE SECURITY DEVICES IN AND AROUND YOUR TRAINING STATION

NAME _____ SCORE _____

Studies have shown that the use of environmental security devices can help to deter criminal actions in a business.

Directions: Draw a layout of your training station (or an assigned business) including the outside environment and indicate in contrasting ink the security devices which are being used. Label each item on your diagram.

(NOTE: Refer to Objective VI in this unit for a review of environmental security devices.)

ESTABLISHING A SECURE WORK ENVIRONMENT
UNIT I

ASSIGNMENT SHEET #2 — COMPLETE A SECURITY CHECKLIST CONCERNING YOUR WORK ENVIRONMENT

NAME _____ SCORE _____

There is no single formula for ensuring that a business will be free from the threat of burglary, robbery, and internal theft. Management should, however, take all possible measures to guard against these problems. One of the most popular methods is the use of a checklist to determine if the work environment is secure.

Directions: Use the checklist provided in this assignment sheet to complete a security check of your work environment.

(NOTE: Make arrangements with your supervisor or the manager of the designated business to complete this assignment. Do not complete this activity without the proper permission.)

SECURITY CHECKLIST

Name of training station/business _____

Location _____

Date of security check _____

Permission given by _____

Facility Design

( ) Night lights are present inside and outside to allow visibility on both sides of glass.

( ) Windows face street for easy viewing by traffic.

( ) Windows are in good condition and secured.

( ) Doorways are free from clutter.

( ) Doors are heavy duty, in good condition and can be secured.

( ) Floors are clear of any obstructions.

( ) All areas of business are easily observed by personnel.

( ) Emergency exits are free of clutter and are appropriately marked.

ASSIGNMENT SHEET #2

( ) Access to roof is limited and openings are secured.

( ) Safe is installed in counter, wall, or floor.

( ) All locks, alarms, and other environmental security devices are in good working condition.

Employee Safeguards

( ) Only authorized personnel have keys to business.

( ) Employees wear name tags, uniforms, or badges while on the job.

( ) All personal items are kept to a minimum and do not hinder business operation.

( ) Unauthorized persons are restricted from entering business office, storeroom, or shipping and receiving area.

( ) Regular meetings are held with employees to discuss security procedures.

( ) Employees are instructed on how to handle emergency situations.

( ) Employees' coats, purses, and packages are kept in a designated, secured area.

( ) All prospective employees are screened and prior employment history and references are checked.

( ) Adequate employee supervision is provided.

( ) Internal thefts are investigated and prosecuted.

ESTABLISHING A SECURE WORK ENVIRONMENT
UNIT I

ASSIGNMENT SHEET #3 — SOLVE MANAGEMENT PROBLEMS

NAME _____ SCORE _____

It is a management responsibility to implement a security plan and to keep it functioning. However, all employees must be trained in handling emergency situations and should be able to assist management in securing the work environment.

Directions: Read each of the following situations and answer the questions which follow.

A. You have just finished visiting with the manager of the Pizza Palace next door to your business. Last month that business was robbed and the three employees on the late shift were threatened. Now one of those employees has hired a lawyer and is suing management for severe emotional stress as a result of the robbery. The lawyer is citing the fact that the client was not properly trained to react to a robbery or on how to handle a threatening situation.

How would you protect your business from a possible lawsuit as a result of this type of situation?

_____

_____

_____

_____

B. You have just purchased an old frame house which is located on property zoned commercial. However, the property is run down and needs improvements before you can open an antique shop on the premises.

What measures would you take to secure the facility?

_____

_____

_____

_____

ASSIGNMENT SHEET #3

C. Sam is the assistant manager of Cowboy Drug and is often responsible for opening and closing the business. He has done this for two years now and is tired of opening and closing every day. Last month Sam had two duplicate keys made and gave them to Jeannie, the cashier, and Les, the stocker, so they could open or close periodically. Now Carol, the manager, has found the inventory off by more than $350 and she wants to investigate and prosecute the person responsible for this loss.

1. What is the cause of the problem?

_____

_____

2. How would you prevent this situation from happening in your business?

_____

_____

_____

_____

D. John is responsible for hiring employees at Fred's Fast Finance Company. Recently he needed two new employees to help process the large number of loan requests due to the holiday buying season.

An ad was placed in the local newspaper and John received several calls in reference to the openings. John told the callers that he would hire the first two people who showed up for work. As a result Vicki and Alan got the jobs and, since John only considered them temporary employees, he decided not to screen them.

Lately John has noticed that employee morale is very low and the permanent employees have not been as friendly to him. When John asked Marcia, one of the loan officers, what the problem was, she told him that Vicki had told the other employees that she would become the assistant manager if she granted John sexual favors. In addition, Vicki told them that John had asked her to monitor the group and to report any employees who were not doing their work.

1. What has caused the low morale problem?

_____

_____

_____

ASSIGNMENT SHEET #3

2. How could John have avoided this unpleasant situation?

_____

_____

_____

ESTABLISHING A SECURE WORK ENVIRONMENT
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3

A. Establish a security program for your business and hold regular training sessions on how to handle a threatening situation. Have employees role play possible crimes to familiarize themselves with the proper procedures to follow in case of a real situation.

B. Draw a layout of the facility and mark the appropriate security devices and improvements which should be added to secure the facility. Once the changes have been made, a security check would be wise to ensure that problem areas have not been overlooked such as broken or inadequate locks, easy access from alley or roof, improper lighting, etc. It would also be a good idea to consult with local law enforcement officers about ways to protect the business.

C. 1. First, Sam should not have made duplicate keys without the manager's consent. He also should not have issued keys to the other employees. However, the manager should have given Sam a key which clearly stated "Do Not Duplicate." This would have prevented him from making any extra copies.

   (NOTE: Sam's actions could result in his dismissal and criminal charges being filed against the guilty employee.)

   2. Issue as few keys as possible. Stamp "Do Not Duplicate" on employee keys. Keep records of all keys and to whom they were issued. Keep extra keys locked up.

D. 1. Vicki is emotionally unstable and a chronic liar. Because the other employees did not talk to John, what Vicki said was not disputed.

   2. If John had checked her employment history and references, he would have found out that Vicki has been unable to keep a job as a result of her emotional problems.

   All prospective employees should be screened whether they are temporary or permanent. Also, it is management's responsibility to monitor employee morale and investigate if there is a problem before it affects the attitudes of all the employees.

ESTABLISHING A SECURE WORK ENVIRONMENT
UNIT I

NAME _____ SCORE _____

TEST

1. Match the terms on the right with their correct definitions.

_____a.	To keep from happening	1. Crime
_____b.	To discourage from happening	2. Deter
_____c.	State or condition of being safe; freedom from danger, risk or injury	3. Prevent
		4. Safety
_____d.	Protection against unnecessary expense or loss in monetary or human resources; measures taken by management to guard against sabotage, theft or attack	5. Security
_____e.	An act that has been committed which is against the law	

2. Match types of business-related crimes on the right with their correct definitions.

_____a.	The destruction of an employer's property by an employee or other person to hurt the business	1. Assault
		2. Battery
_____b.	The actual beating or use of force on an individual without his/her consent	3. Burglary
		4. Internal theft
_____c.	A threat or attempt to strike or otherwise do physical harm to a person	5. Kidnap
_____d.	The breaking and entering of a facility for the purpose of committing an unlawful act such as stealing anything of value	6. Robbery
		7. Sabotage
_____e.	The act of taking something away by threat, force or violence	
_____f.	The taking of property by an employee of the business establishment	
_____g.	To seize and detain by force or fraud; usually for the purpose of demanding a ransom	

TEST

3. List the four steps in establishing a security program.

   a. _____

   b. _____

   c. _____

   d. _____

4. List employer/employee responsibilities concerning security training.

   a. Employer's responsibility — _____

   _____

   b. Employee's responsibility — _____

   _____

5. Select true statements concerning security factors in facility design by placing an "X" in the blanks preceding the true statements.

   _____a. Night lights should be installed inside and out to allow visibility on both sides of glass.

   _____b. Doorways should be accented with bushes, trees and other decorative items.

   _____c. Windows should face street for easy viewing by customers and traffic.

   _____d. Windows that open should have crossbars, padlocks, bolts or other locking devices to secure them on inside.

   _____e. Counter area should be kept from exterior viewing.

   _____f. Safe should be installed in counter, wall, or floor and should only allow employee to make money drop in slot.

6. Select from the following list environmental security devices by placing an "X" in the blanks preceding the correct devices.

   _____a. Bushes, shrubs, and trees

   _____b. Fences, walls and other barriers

   _____c. Sturdy locks

   _____d. Solid doors and door frames

TEST

_____e. Cash register

_____f. Electronic sensors

_____g. Closed circuit television

_____h. Security guards

7. Complete the following list of statements concerning security of business keys by inserting the word(s) that best complete(s) each statement.

   a. Issue as _____ keys as possible.

   b. Keep up-to-date records of all keys and _____.

   c. Stamp _____ on employee keys.

   d. Avoid using _____ keys.

   e. Keep any extra keys _____.

   f. Retrieve all keys in possession of a _____ employee.

8. List three means of employee identification.

   a. _____

   b. _____

   c. _____

9. Select from the following list indicators of high risk employees by placing an "X" in the blanks preceding the correct indicators.

   _____a. Age

   _____b. Family problems

   _____c. Race

   _____d. Chronic liar

   _____e. Living beyond means

   _____f. Smoking

   _____g. Heavy drinking

   _____h. Drug use

   _____i. Gambling

   _____j. Marital status

TEST

10. Complete the following list of ways to control internal theft by inserting the word(s) that best complete(s) each statement.

    a. Check employment history and _____.

    b. Administer _____ test.

    c. _____ employee responsibilities.

    d. _____ duties periodically.

    e. Encourage employees to work and act _____.

    f. Be _____.

    g. Conduct periodic audits of daily receipts and _____.

    h. Minimize access to _____.

    i. Investigate and _____ internal thefts.

(NOTE: If the following activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

11. Locate security devices in and around your training station. (Assignment Sheet #1)

12. Complete a security checklist concerning your work environment. (Assignment Sheet #2)

13. Solve management problems. (Assignment Sheet #3)

ESTABLISHING A SECURE WORK ENVIRONMENT
UNIT I

ANSWERS TO TEST

1. a. 3
   b. 2
   c. 4
   d. 5
   e. 1

2. a. 7
   b. 2
   c. 1
   d. 3
   e. 6
   f. 4
   g. 5

3. a. Develop a sound plan
   b. Implement it
   c. Practice it
   d. Evaluate it

4. a. Employer's responsibility — To provide on-the-job and personal security training
   b. Employee's responsibility — To realize the importance of a good security plan and to practice recommended security procedures

5. a, c, d, f

6. b, c, d, f, g, h

7. a. Few
   b. To whom they were issued
   c. "Do Not Duplicate"
   d. Master
   e. Locked up
   f. Terminating

8. a. Uniforms
   b. Name tags
   c. Badges

9. b, d, e, g, h, i

10. a. References
    b. Polygraph
    c. Separate
    d. Rotate
    e. Honestly
    f. Fair
    g. Any one of the following: Bank statement, petty cash fund, or inventory
    h. Either money or financial records
    i. Prosecute

11.—13. Evaluated to the satisfaction of the instructor.

APPLYING ON-THE-JOB SECURITY PROCEDURES

UNIT II
UNIT OBJECTIVE

After completion of this unit, the student should be able to apply on-the-job security procedures. Competencies will be demonstrated by completing the assignment sheets and the unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms related to on-the-job security procedures.
2. Select true statements concerning the recommended opening procedure for business establishments.
3. Complete a list of statements concerning the recommended closing procedure for business establishments.
4. Select true statements concerning door security procedures during business hours.
5. List precautions for handling money.
6. Select true statements concerning transporting money to the bank.
7. Select from a list techniques for the prevention of burglaries.
8. List the three most important factors in committing a robbery.
9. Select true statements concerning techniques for the prevention of robberies.

OBJECTIVE SHEET

10. Complete a list of statements concerning the procedure for reporting a robbery.

11. Select from a list ways to prevent violence during a robbery.

12. List six basic types of weapons.

13. Select from a list types of information included on a crime fact sheet.

14. Select true statements concerning the procedure for providing a physical description of the robber/assailant.

15. Complete a list of statements concerning procedures for handling telephone threats.

16. Select true statements concerning the procedure to follow in the event of a demonstration.

17. Complete a list of statements concerning plans for an emergency evacuation.

18. Prepare a weekly schedule for transporting money to the bank. (Assignment Sheet #1)

19. List preventive techniques for burglaries and robberies which are used at your training station. (Assignment Sheet #2)

20. Identify locations where a thief could be hidden in your training station. (Assignment Sheet #3)

21. Prepare an emergency procedure poster. (Assignment Sheet #4)

22. Make a door code device for determining an offender's height. (Assignment Sheet #5)

23. Complete a crime fact sheet. (Assignment Sheet #6)

24. Complete a crime vulnerability checklist. (Assignment Sheet #7)

25. Apply on-the-job security procedures in crime-related situations. (Assignment Sheet #8)

APPLYING ON-THE-JOB SECURITY PROCEDURES
UNIT II

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to class to supplement/reinforce information provided in this unit of instruction.

(NOTE: This activity should be completed prior to the teaching of this unit.)

B. Make transparencies from the transparency masters included with this unit.

C. Provide students with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets.

(NOTE: Use the transparencies to enhance the information as needed.)

G. Integrate the following activities throughout the teaching of this unit:

1. Have students develop "all clear" and "warning" signals for use when opening a business. Both a verbal command and gesture should be used.

2. Discuss why it is a good policy to avoid closing a business alone.

3. Discuss parking procedures which may be used to protect employees who leave work after dark. This could be established as part of the security plan for a business.

4. Discuss what is considered satisfactory identification when admitting delivery personnel or visitors at rear entrance.

5. Explain the importance of keeping information pertaining to the business confidential. For instance, an employee who brags about how much money is kept at the business where he/she works, and later is robbed by an individual who overheard the conversation.

6. Demonstrate proper techniques for making change.

7. Have students bring to class examples of money carriers that they might use to tranport money to bank.

8. Before providing information in Objective VIII to students, have them rank factors in committing a robbery according to their personal opinion.

9. Invite a representative from a local law enforcement agency to class to discuss the prevention of burglaries and robberies.

SUGGESTED ACTIVITIES

10. Invite an insurance representative to class to discuss the cost in insuring a business from losses as a result of criminal activity.

11. Have students locate and write down the messages on security decals which are used at various businesses in the community. Discuss the types which were found and their significance.

12. Review first aid procedures which may be used in a life-threatening situation such as how to treat shock, how to stop bleeding, and how to administer CPR.

13. Have students cut out newspaper articles on business-related crimes. Discuss the incidents and injuries to victims and how the crimes may have been prevented.

14. Invite a weapons specialist to class to exhibit and discuss the various types of weapons used in crimes.

15. Prepare a tape of a bomb threat or a ransom demand, then play it in class. Have students write down information they feel could help in resolving the incident. Refer to Objective IV in this unit.

16. Have students develop a plan for an emergency evacuation at their training station. This should include them drawing a store layout and marking the evacuation route, establishing a place outside the facility for employees to meet, an employee checklist by shift, and the names of designated team leaders to assist in the evacuation procedure.

17. Arrange for a robbery to be staged in the classroom as part of Assignment Sheet #6.

18. Meet individually with students to evaluate their progress through this unit of instruction, and indicate to them possible areas for improvement.

H. Administer test.

I. Evaluate test.

J. Reteach if necessary.

REFERENCES USED IN DEVELOPING THIS UNIT

A. Ninemeier, Jack D. *Food and Beverage Security: A Systems Manual for Restaurants, Hotels and Clubs.* Boston, MA: CBI Publishing Company, Inc., 1982.

B. Lyon, Barbara. *Business Management and Ownership.* Stillwater, OK: Oklahoma Curriculum and Instructional Materials Center, 1982.

C. "Report on Security Program for Retail Marketing Division." Cities Service Company. Tulsa, OK, 1981.

D. *Special Report: Securing Against Crimes.* California Restaurant Association, 3780 Wilshire Blvd., Suite 600, Los Angeles, CA 90010.

REFERENCES USED IN DEVELOPING THIS UNIT

E. McDonald, Hugh C. *Survival.* New York: Ballantine Books, 1982.

F. *Your Bank and Armed Robbery.* Condensed version. The Association for Bank Audit, Control and Operation, P.O. Box 500, Park Ridge, IL.

G. *Safety on the Streets.* National Safety Council, 425 North Michigan Avenue, Chicago, IL.

H. "Preventing Burglary and Robbery Loss," *Small Marketers Aids* No. 134. Small Business Administration, P.O. Box 15434, Fort Worth, TX 76119.

I. *Just Another Statistic.* A Crime Prevention Booklet. National Safety Council, 444 North Michigan Avenue, Chicago, IL 60611.

J. Vincent, Linda. Collection of notes. Lafayette, LA, 1986.

SUGGESTED SUPPLEMENTAL MATERIALS

Publications . . .

A. *Accident Prevention Manual for Industrial Operations — Administration and Programs.* 8th ed. Chicago, IL: National Safety Council, 1983.

B. Ellis, Jr., Raymond C. *Security and Loss Prevention Management.* East Lansing, MI: The Educational Institute of the American Hotel and Motel Association, 1986.

(NOTE: This publication may be ordered by writing to P.O. Box 1240, East Lansing, Michigan 48823 or by calling (517) 353-5500.)

C. "Preventing Retail Theft," *Small Marketers Aids* No. 119. Small Business Administration, P.O. Box 15434, Fort Worth, TX 76119.

D. *Mind Your Business . . . If You Don't, Burglar's Will!* State Farm Fire and Casualty Company, Bloomington, IL 61701.

Films . . .

A. *Remember That Face.* Bank Marketing Association, 309 West Washington Street, Chicago, IL 60606.

(NOTE: This film emphasizes the importance of calm, accurate observations during a robbery.)

B. *One Chance.* Bank of America, Audio Visual Section #3630, Training Department, P.O. Box 37000, San Francisco, CA 94137.

(NOTE: This film depicts several bank robberies and shows how to observe and gather details of a robbery and communicate them to the authorities.)

C. *Holdups: What to Do.* BWA Communications, Inc. (Subsidiary of the Bureau of National Affairs, Inc.) 9401 Decoverly Hall Road, Rockville, MD 20850.

(NOTE: This film outlines daily precautions against holdups, and demonstrates what to do during and after a holdup.)

SUGGESTED ACTIVITIES

D. *Before It's Too Late.* Motorola Teleprograms, Inc., 4825 North Scott Street, Suite 26, Schiller Park, IL 60176.

(NOTE: This film deals with law enforcement personnel and citizens and their need to work together to prevent crime.)

E. *Bomb Threat — Plan, Don't Panic.* William Brose Productions, Inc., 3168 Oakshire Drive, Hollywood, CA 90068.

(NOTE: This film depicts handling of a threatening call, planning, and bomb search.)

F. *Games People Play.* Motorola Teleprograms, Inc., 4825 North Scott Street, Suite 26, Schiller Park, IL 60176.

(NOTE: This film is designed to transform your trainees from potentially easy marks for criminals into the first line of defense for your business by equipping personnel with proper skills.)

APPLYING ON-THE-JOB SECURITY PROCEDURES
UNIT II

INFORMATION SHEET

I. **Terms and definitions**

A. Demonstration — An organized, public display of group feelings toward a person or cause. Participants generally carry signs or wear banners as a means of communication.

B. Evacuation — The organized withdrawal of people from a facility for safety purposes

II. **Recommended opening procedure for business establishments**

A. Follow the carefully prescribed routine each business day.

B. Employees responsible for opening should arrive at same time.

C. Before entering, employees should drive around building and carefully check for suspicious activity or damage to facility.

(NOTE: If anything suspicious is observed upon arrival, **do not** enter the facility. Contact local law enforcement and management. Remain in view of facility, but at a safe distance, until officers arrive.)

D. If everything seems normal, the manager or designated employee should enter the facility using the front entrance with the other employee standing well away from the entrance.

E. The first employee in should turn on the lights and check the interior, including restrooms, offices, store rooms, and other spaces that might offer concealment for a thief.

F. After a predetermined time, the employee should reappear in the front entrance and signal the waiting employee.

G. The signal should be changed periodically and be given both in a voice command and gesture to indicate it is clear. Another signal should be predetermined to indicate trouble.

H. If the danger signal is given, the waiting employee should indicate that an item was left in the car and then proceed slowly but deliberately to a phone to call the police.

(NOTE: The location of the nearest phone should be established as a part of employee training. Also, a small business card listing the phone number of local police and a quarter taped on the opposite side of the card should be carried by employees. It may save an employee's life in the event of an emergency.)

I. If the clear signal is given, the waiting employee should enter the facility and relock the front door until business hours.

INFORMATION SHEET

III. Recommended closing procedure for business establishments

(NOTE: Crimes committed after closing operations offer the greatest rewards to the criminal. With the building empty and closed, the criminal can take time to secure both money and the victim(s), thus preventing immediate contact with police. The danger in this type of situation is that criminals have no reason to hurry and acts of violence, such as rape and murder, are more likely to happen.)

A. Avoid closing a business alone.

B. Thirty minutes before closing, check the interior including restrooms, offices, storerooms and other spaces that might offer concealment to a thief.

C. Observe any unusual activity on the part of the customers as they are leaving premises.

Example: Loitering

D. Lock all external doors immediately at closing.

(NOTE: Do not begin counting cash until entire building is secured.)

E. Keep closing crew in business until everyone is ready to leave together.

(NOTE: Do not allow employees to take out trash after dark or at closing. This allows robbers an opportunity to gain admittance to business.)

F. Complete all closing procedures.

G. Use techniques for the prevention of burglaries (Objective VII).

H. Leave as a group for personal safety and to deter a robber from using an employee to gain entrance to the business.

(NOTE: It is always an excellent practice for employees to park together in a well-lighted area of the parking lot.)

IV. Door security procedures during business hours

A. Rear doors should be locked when not in use.

B. A small window or peephole should be present on rear doors for viewing all visitors.

C. People requesting entry from rear doors, such as delivery personnel, should provide satisfactory identification before door is opened.

(NOTE: If a delivery is not expected, call delivery company for verification.)

D. All doors should be kept locked before opening and after closing.

(CAUTION: Employees should not go in and out of business before or after business hours. Most criminal activity occurs at this time.)

E. All employees should enter through front entrance.

INFORMATION SHEET

V. Precautions for handling money

A. Never allow money to build up in your register. Hourly checks of register should be made and excess money should be deposited in safe. Notify manager if large sum of cash accumulates in cash drawer.

B. Money drawers should be closed at all times when not in use.

C. Do not discuss amount of money handled in store with friends or customers.

D. Be alert. Do not let customers or disturbances draw your attention away from open cash drawer.

E. Pay full attention in all cash transactions. Concentrate on the amount of money received from the customer, the amount of purchase and, if appropriate, the amount of change to return to customer.

F. Do not make change as part of sale. Handle as separate transaction.

(NOTE: Management will determine policy on making change to customers.)

VI. Transporting money to the bank

(NOTE: If your training station has an armored car service or if a police escort is available for transporting money, always take advantage of it.)

A. Select a bank close to the business.

B. Change route to bank each day.

C. Vary time of day deposits are made.

INFORMATION SHEET

D. Do not use a bank/money bag to carry money.

E. Do not announce to other employees that you are going to bank.

F. Money should be transported in a variety of carriers.

Examples: Tool box, lunch pail, brown paper sack

(NOTE: Checks may be carried in clear, plastic bag to indicate currency is not being transported.)

G. Use well-populated streets.

H. Notify the bank of your departure and give a close estimate of your time of arrival.

(NOTE: Proceed immediately to bank. If plans change, notify the bank immediately.)

I. If bank personnel disagree with the amount of money to be deposited, return the deposit to the business and recount money. Make proper adjustments on deposit slip.

J. If a night deposit is made, check deposit slot twice to assure that deposit has dropped completely into bank.

(NOTE: Do not approach a night deposit box if others are at or near it. Circle the block and make the deposit after others have left.)

K. Return to business immediately after making deposit.

VII. Techniques for the prevention of burglaries

A. Check all doors and windows at close of business and activate locks (internal and external) and security alarm.

B. Turn on outside security lights.

C. Leave interior lights on over the safe, entrance, and exit.

D. Lock safe.

(NOTE: Do not leave the combination to the safe in the business.)

E. Lock money drawers.

F. Keep minimum amount of money on premises.

(NOTE: Bank deposits should be made at least daily.)

G. Lock up extra keys, petty cash, and stamps.

INFORMATION SHEET

H. Check all rooms and storage areas for any hiding intruders.

I. Report any suspicious loiterers in or near business at closing time to police.

VIII. Most important factors in committing a robbery (Transparency 1)

(NOTE: This objective is derived from a Southland Corporation-commissioned survey of prison inmates which was conducted by Athena Research Corporation of Jackson Hole, Wyoming in 1985. The survey, which focused on convenience stores, indicated that it was clearly the amount of money that determined the appeal of a business as a robbery target.)

(On a scale of 1 to 5 with 1 most important)		
1)	Amount of money	1.27
2)	Escape route	2.33
3)	Anonymity	2.76
4)	Likelihood of interference	3.02
5)	Active police patrol	3.44
6)	Armed clerk	3.60
7)	Number of clerks in store	3.76
8)	Number of customers in store	3.80
9)	Camera system in store	4.18
10)	Alarm system in store	4.39

IX. Techniques for the prevention of robberies (Transparency 2)

(NOTE: Every day approximately 1500 robberies occur in the United States, mostly retail establishments.)

A. Be alert during working hours.

B. Keep the sales counter in clear view from outside the facility and in major traffic areas of customers.

C. Openly and properly greet customers.

(NOTE: By making contact with a potential robber, you have let the individual know you are aware of his/her presence in the store.)

INFORMATION SHEET

D. Look directly into customers' eyes as this may give you some indication of their intentions.

E. Extend services and assistance to the customers.

(NOTE: A real customer likes the attention and robbers do not.)

F. Keep cash on hand to a minimum.

(NOTE: A sign alerting would-be robbers that little cash is kept on the premises is a strong deterrent to robbery.)

G. Keep marked money ("bait money") in cash drawer or register to help identify the robber.

H. Post decals to advertise security systems.

Example: Minimum amounts of cash on hand

I. Be aware of activities outside the store. Increase awareness during evening hours of operation.

J. Be aware of blind areas around store where a person or vehicle could be hiding.

K. Take note of possible escape routes that might be available to a fleeing person.

L. Always call for a police patrol check if activities around store appear suspicious.

(NOTE: It is a good policy for food service establishments to offer complimentary coffee and meal discounts to police officers to increase their visits to the facility.)

M. Assist police and courts in prosecuting robbers who are caught as a deterrent to other robbers.

X. **Procedure for reporting a robbery** (Transparency 3)

A. When robber has left the store, call the police. Respond to all questions and do not hang up the phone until the officer tells you to do so.

(NOTE: Emergency phone numbers should be located on or near the telephone.)

B. In the event a person is injured, call the paramedics then contact the injured person's family.

C. Follow up the emergency calls with a call to your supervisor.

INFORMATION SHEET

D. Stay near the phone.

E. Protect the crime area from any disturbance. **Do not touch any evidence.**

(NOTE: All business transactions must stop until the police have completed their investigation.)

F. Take out a robbery description sheet and fill in the appropriate information while it is fresh in your mind.

G. If other witnesses to robbery are present, ask them to write down robber's description and to remain until police arrive.

(NOTE: Do not discuss robbery with others or allow them to discuss robber with one another. Leave fact finding to the police.)

H. Do not estimate amount of the loss.

(NOTE: If you are not certain of the exact amount, tell the police. A correct amount can be determined by your supervisor.)

XI. Ways to prevent violence during a robbery

A. Keep it short and smooth.

(NOTE: The longer the robbery takes, the more nervous the robber becomes.)

B. Remain calm.

C. Listen carefully to orders and carry them out precisely, without hesitation.

D. Do not argue with the robber.

(NOTE: Robbers seldom hurt people who cooperate with them.)

E. Tell the robber about any possible surprises.

Example: New shift coming on duty or an expected delivery

F. Do not make any statement to the robber that could be misinterpreted as a threat.

Example: Telling a robber he will be prosecuted to the fullest extent of the law

G. Do not fight the robber.

(NOTE: Money is not worth the risk of harm to customers or employees.)

H. Do not use weapons.

(NOTE: It is company policy which determines whether weapons are prohibited from the premises.)

INFORMATION SHEET

I. Drop and lie perfectly still if shooting starts.

J. Do not chase or follow robbers. A robber may deal with threats violently.

(NOTE: A police officer could mistake you for the robber if you were observed fleeing the scene. Try to note the direction the robber goes and the mode of transportation used.)

XII. **Basic types of weapons** (Transparencies 4 and 5)

A. Shotguns

B. Machine guns

C. Automatic pistols

D. Revolvers

E. Knives

F. Bombs

XIII. **Types of information included on a crime fact sheet** (Transparency 6)

A. Physical description

1. Height
2. Weight
3. Age
4. Color of hair, eyes, complexion
5. Distinguishing characteristics

B. Clothing

1. Style
2. Color
3. Type

C. Miscellaneous

1. Weapon exhibited
2. Speech
3. Any names used
4. Mannerisms

INFORMATION SHEET

D. Means of escape

1. Mode of transportation
2. Direction taken

XIV. Procedure for providing a physical description of the robber/assailant

A. Promptly fill out form provided by training station.

B. Do not omit any detail, no matter how insignificant it may seem.

C. Be accurate. Do not guess.

(NOTE: It is better to leave blanks if you are unsure.)

D. Do not compare notes with other witnesses. It is easy to become confused.

E. Give form to investigating officer or supervisor as appropriate.

XV. Procedures for handling telephone threats

A. Bomb threat

1. Take bomb threat seriously.
2. Remain calm.
3. Listen to the caller carefully.
4. Keep the caller talking while you alert other employees to situation.

   (NOTE: If possible, get second employee on phone line to listen to conversation.)
5. Listen to characteristics of caller's voice.

   Examples: Male/female, tone, accent, speech impediment
6. Ask for information pertaining to the bomb such as when it is set to explode, where it has been placed, what it looks like and what type it is.
7. Listen for any identifiable noises in background.
8. Ask why bomb was placed in facility and if there are any demands.
9. Note the time of the call — when it began and ended.
10. Write down the caller's exact words if possible.
11. After call, contact your manager or supervisor immediately.

INFORMATION SHEET

12. Notify the local law enforcement agency.

    (NOTE: Management is responsible for notifying police. However, time is important in the case of a bomb threat so it may be necessary for an employee to contact the police first.)

13. Offer investigating officers assistance in locating the bomb.

    (NOTE: A manager or employee is more familiar with business surroundings and may be able to point out areas where bomb could be hidden and any items which should not be in the area.)

    (CAUTION: No one should attempt to move, touch, examine, or disturb a bomb if it is located before trained personnel have arrived. Tampering with the device could result in its detonation and cause death or serious injury to employees and customers.)

14. Evacuate facility.

    (NOTE: Follow predetermined evacuation procedure.)

15. If time permits, lock equipment containing cash and secure valuables.

16. Do not return to facility until police have determined the threat was a hoax or until bomb has been removed.

B. Kidnap/hostage situation

(NOTE: This type of threat generally is limited to major banking institutions and corporate offices.)

1. Take kidnap/hostage situation seriously.

2. Remain calm.

3. Alert other employees, through prearranged signals, to the situation.

   (NOTE: Security personnel, FBI, and police should be notified.)

4. Verify that the situation is real.

   a. Have other employee try to locate alleged hostage at work, home, etc.

   b. Ask to speak to hostage.

5. Keep caller talking.

   (NOTE: Listen carefully to caller's voice to pick up any distinguishing characteristics which might identify individual. Also listen for any noises in the background which could identify location where hostage is being held.)

INFORMATION SHEET

6. Write down caller's demands. Ask questions to determine why hostage is being held and how much money is needed.

7. Cooperate with caller.

8. Stall for time. Explain that it is difficult to obtain large sums of money in a short period of time.

9. Attempt to arrange a hostage exchange for ransom. Make sure instructions are clear.

   a. When

   b. Where

   c. Amount of ransom

   d. Type of payoff — person-to-person or drop

   (NOTE: It is always preferred to make a simultaneous exchange of ransom for the hostage.)

10. Cooperate with law enforcement officers in securing release of hostage.

    (NOTE: The safety of the hostage always comes first. The apprehension of the criminal is secondary.)

XVI. Procedure to follow in the event of a demonstration

(NOTE: Any type of business needs to know about the right to protect property and legal responsibility for the safety of employees and other people. Management should obtain an opinion from the District Attorney as to rights in protecting property.)

A. Contact management and inform them of situation.

   (NOTE: It is a management responsibility to notify security personnel or local police in the event of a demonstration.)

B. Locate employees at key points in facility to report on demonstrators' activities. If activities are outside, place at least two employees at entrance to relay information.

C. Caution all employees to remain calm.

D. Secure any items of value. Minimize cash in drawers and registers.

E. Remove any items which could be used as weapons.

F. Proceed with business as usual.

INFORMATION SHEET

G. If demonstration moves inside, ask employees to remain courteous but refrain from talking or coming in contact with demonstrators.

H. Advise employees not to detain demonstrators, even if vandalism or stealing occurs.

(NOTE: Property can be replaced. Employee and customer safety is the first priority.)

XVII. Planning for an emergency evacuation

(NOTE: Emergency situations such as bomb threats, acts of terror, and riots are real and should not be overlooked. Lack of planning could result in unnecessary deaths.)

A. Have a predetermined plan for evacuation.

(NOTE: It is wise to have more than one path in the event one direction is blocked.)

B. Practice plan with employees periodically and modify as necessary.

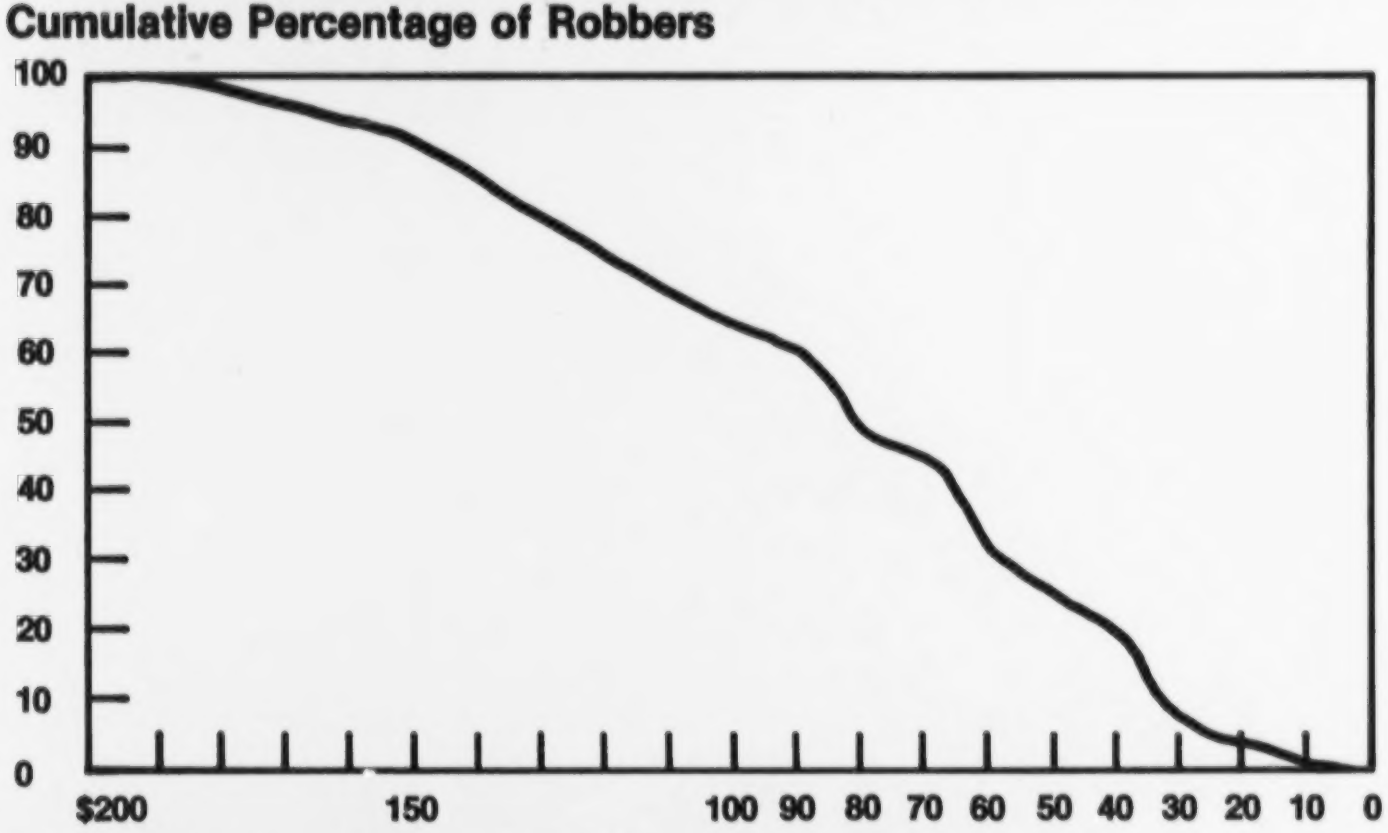
C. Designate an area away from facility for employees to meet.

D. Assign team leaders to direct evacuation and to account for all employees and customers.

E. Make sure all exits are clearly marked and free of clutter which could hamper the evacuation process.

F. Stress the importance of remaining calm.

Least Amount of Money They Would Rob For



Above $100 — Additional Money Is Less Important

Courtesy of Southland Corporation

TM 1

PS-53

Protection Against Robbery

Be Alert

Try not to work alone. If you must, leave a radio or TV playing in a back room.

Be visible and greet customers courteously. Arrange your counter so it can be seen from the street, in full view of passersby. Try not to turn your back on a customer — install phones where you can keep an eye on things.

Don't Flash the Cash

Vary your deposit procedure daily.

Deposits by armored car are best. Where you must rely on individuals, carry money inside coat and trouser pockets, never in handbags, moneybags, paper sacks, or unlocked briefcases.

After a robbery, don't make the mistake of inviting another attack by revealing operating methods or large losses in the newspaper.

Record the dates and serial numbers of a few bills and keep them separate as "bait money" for tracing by the police.

Emergency Procedure Poster

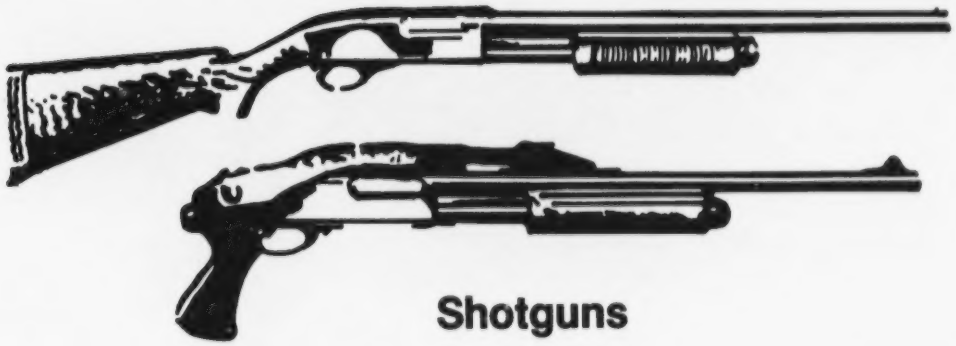
Police: _____ Fire Department: _____

Ambulance: _____ Security Personnel: _____

Manager: _____ Gas Company: _____

1. I am calling from _____
   (Name of Business)
2. Located at _____
   (Address of Business)
3. The nearest cross street is _____
4. I want to report _____
   (Nature of the incident, e.g., robbery)
5. Describe the incident _____
6. Describe any suspects if calling to report a crime:
   a. How many suspects? _____ Ethnic, Race: _____
   b. Suspect No. 1 _____ (Sex) _____ (Height/Weight) _____ (Color of Eyes) _____ (Color of Hair)
      _____ (Clothing Worn) _____ (Scars, Marks, etc.)
   c. Suspect No. 2 (Repeat above information)
7. Describe vehicle used by suspect(s) if vehicle was seen:
   a. _____ (Year) _____ (Make) _____ (Model) _____ (Color) _____ (License #, if any) _____ (Oddities)
8. This incident occurred _____
   (How many minutes before call?)
9. My name is _____
   (Name of employee calling)
10. The telephone number I am calling from is _____

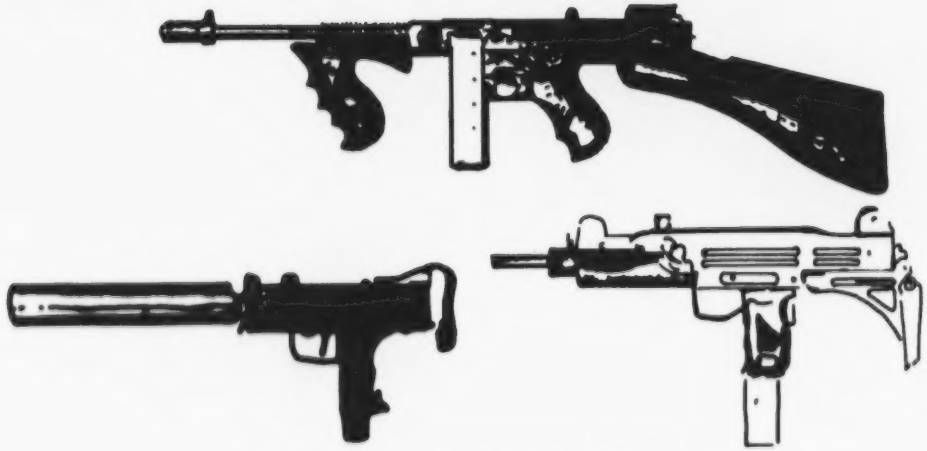
Basic Types of Weapons



Shotguns

Revolvers

Automatic Pistols

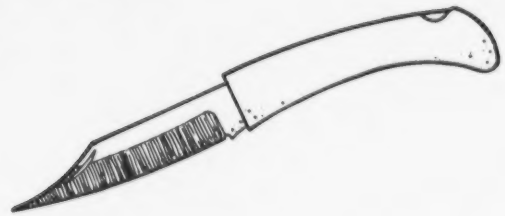


Machine Guns

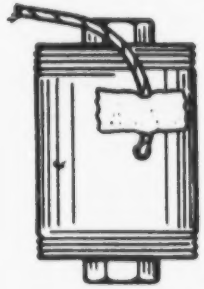
Basic Types of Weapons

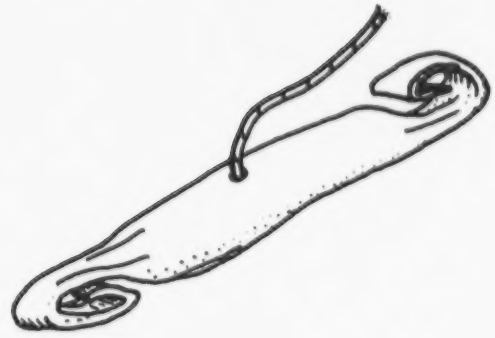
(Continued)

Time-Delay Bomb



Knife

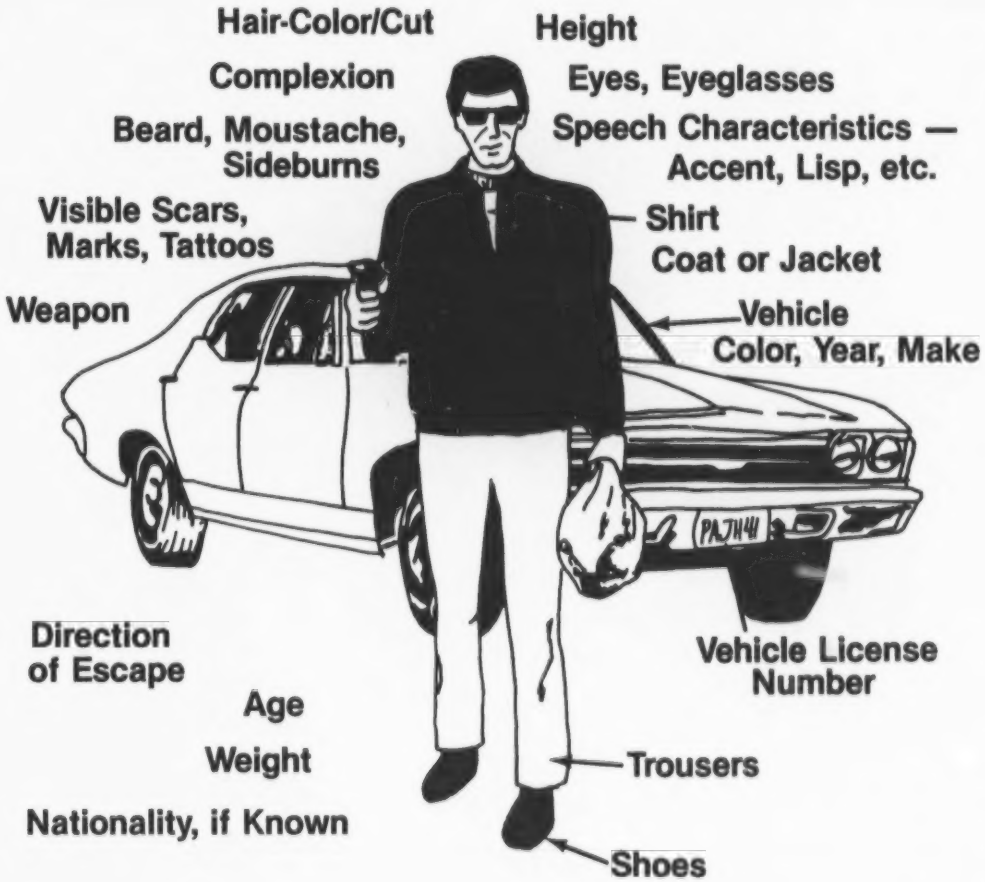




Typical Pipe Grenades

Thanks for the Memory

Most Robberies are Over in Less Than One Minute. Take Note of Everything You Can...the Robber's Size, Weight, Build, Dress, Speech, Abnormalities, Method and Direction of Getaway.



Don't Compare Notes With Other Witnesses. It's Easy to Become Confused.

APPLYING ON-THE-JOB SECURITY PROCEDURES
UNIT II

ASSIGNMENT SHEET #1 — PREPARE A WEEKLY SCHEDULE FOR TRANSPORTING MONEY TO THE BANK

NAME _____ SCORE _____

Directions: Prepare a weekly schedule and list possible routes that could be taken to transport money to the bank.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Time of Deposit							
Possible Route to Bank							
Address of Bank							
Carrier for Money							
Type of Transportation							

APPLYING ON-THE-JOB SECURITY PROCEDURES
UNIT II

ASSIGNMENT SHEET #2 — LIST PREVENTIVE TECHNIQUES FOR BURGLARIES AND ROBBERIES WHICH ARE USED AT YOUR TRAINING STATION

NAME _____ SCORE _____

TRAINING STATION _____

All businesses have techniques which are used to prevent burglaries and robberies in their establishments. General techniques have been provided in Objectives VII and IX on the information sheet in this unit.

Directions: Make an appointment to talk with your training station supervisor or the manager and list below the preventive techniques for burglaries and robberies used at your training station.

A. The preventive techniques for burglaries used in my training station include:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

ASSIGNMENT SHEET #2

B. The preventive techniques for robberies used in my training station include:

APPLYING ON-THE-JOB SECURITY PROCEDURES
UNIT II

ASSIGNMENT SHEET #3 — IDENTIFY LOCATIONS WHERE A THIEF COULD BE HIDDEN IN YOUR TRAINING STATION

NAME _____ SCORE _____

TRAINING STATION _____

Directions: Draw a layout of your training station. Indicate in red ink the locations in the facility where a thief could be concealed.

(NOTE: These are the locations that should be checked at opening and prior to closing every day.)

APPLYING ON-THE-JOB SECURITY PROCEDURES
UNIT II

ASSIGNMENT SHEET #4 — PREPARE AN EMERGENCY PROCEDURE POSTER

NAME _____ SCORE _____

TRAINING STATION _____

Be prepared to handle any emergency situation at your training station. Post emergency information close to the phone to avoid lost time and confusion in case help is needed.

Directions: Locate and list below the appropriate phone numbers and names of contacts which may be needed in an emergency situation. Also complete Items 1-3 and 10 **before** posting.

ASSIGNMENT SHEET #4

EMERGENCY PROCEDURE POSTER

Police: _____ Fire Department: _____

Ambulance: _____ Security Personnel: _____

Manager: _____ Gas Company: _____

1. I am calling from _____
   (Name of Business)

2. Located at _____
   (Address of Business)

3. The nearest cross street is _____

4. I want to report _____
   (Nature of the incident, e.g., robbery)

5. Describe the incident _____

6. Describe any suspects if calling to report a crime:

   a. How many suspects? _____ Ethnic, Race: _____

   b. Suspect No. 1 _____ _____ _____ _____
   Sex Height/Weight Color of Eyes Color of Hair

   _____ _____
   Clothing Worn Scars, Marks, etc.

   c. Suspect No. 2 (Repeat above information)

7. Describe vehicle used by suspect(s) if vehicle was seen:

   _____ _____ _____ _____ _____ _____
   Year Make Model Color License #, if any Oddities

8. This incident occurred _____
   (How many minutes before call?)

9. My name is _____
   (Name of employee calling)

10. The telephone number I am calling from is _____

APPLYING ON-THE-JOB SECURITY PROCEDURES
UNIT II

ASSIGNMENT SHEET #5 — MAKE A DOOR CODE DEVICE FOR DETERMINING AN OFFENDER'S HEIGHT

NAME _____ SCORE _____

During any assault on a store, management's primary concerns must be for the personal safety of all employees and customers. Observation, not force, is the best practice which will assist in the arrest and conviction of an offender. For many store employees, it is not difficult to note characteristics such as hair color, complexion, visible scars, clothing, and approximate age. Estimating height, however, is usually not quite as easy. There are two common ways to estimate an offender's height. They are: (1) compare the offender/robber to a fixture or other structure within the store; and (2) code the store's door frames with various height markings.

There are different ways in which to mark a door. A few are listed below:

A. Cut two-inch strips of paper the length of the door. Mark off two-inch sections and color every other section. Change color every foot. Place the strips on the outside edges of the door's interior. As the offender leaves, watch the door code device to determine his or her approximate height.

B. Use artistic figure to mark the outside edges of the door's interior frame. Place them three to four inches apart, with larger figures to mark each foot.

C. Use your imagination to design a door code device. Be sure to identify every one-foot change.

Directions: Make a door code device wnich could be used in any business. Select one of the methods above and use supplies furnished by your instructor. Attach your door code device to this sheet and turn it in for grading.

APPLYING ON-THE-JOB SECURITY PROCEDURES
UNIT II

ASSIGNMENT SHEET #6 — COMPLETE A CRIME FACT SHEET

NAME _____ SCORE _____

There are several factors which can lead to the quick apprehension of a criminal. A good physical description is the primary factor. However, it is also important to note clothing worn, the type of weapon used, unusual speech pattern or mannerisms, and the means and direction of escape.

Directions: A robbery will be staged in the classroom as part of this assignment. Based on the given situation, complete the fact sheet below. Remember, it is important to give correct information. If you are unsure, it is better to leave a blank space on the sheet.

Part I: Physical Description

Color _____ Sex _____ Nationality _____

Age _____ Height _____ Weight _____ Build _____
(thin, stocky, etc.)

Complexion _____ Hair _____ Eyes _____
(light, dark, ruddy, etc.) (color, wavy, straight, how combed) (color, small, large, etc.)

Nose _____ Ears _____
(large, small, broad, pug, etc.) (prominent, small, etc.)

Glasses _____ Mustache or Beard _____
(describe frames) (color, shape, etc.)

Mask or Falseface _____
(type, color, etc.)

Scars or Marks _____
(tatoos, birthmarks, facial blemishes, etc.)

Distinguishing Characteristics _____
(how would you pick this person out of a crowd?)

_____

_____

ASSIGNMENT SHEET #6

Part II: Clothing

(Describe color, type of material, style, etc.)

Hat _____

Overcoat _____

Raincoat _____

Jacket _____

Suit _____

Trousers _____

Shirt _____

Tie _____

Shoes _____

Other Clothing _____

Part III: Miscellaneous

Weapon Exhibited _____
(revolver, automatic pistol, knife, etc.)

_____

Speech _____
(any accent, peculiarity of speech)

_____

Any Names Used _____

_____

Mannerisms _____
(right or left handed, unusual)

_____
(walk or carriage, nervous habit, etc.)

ASSIGNMENT SHEET #6

Part IV: Additional Data

Means of Escape _____
(on foot, auto)

Direction Taken _____

_____

Motor Vehicle:

License No. _____ Other _____
(lic. no., state, color)

Make _____ Color _____
(black, two-tone, ivory over blue, etc.)

Year _____ Model _____
(2 door, convertible, etc.)

Number, Color and Sex of Passengers _____

Special Features _____

_____

Remarks _____

_____

_____

_____

_____

_____

_____

Prepared by _____

Position or Address _____

Date and Time of Incident _____ _____

APPLYING ON-THE-JOB SECURITY PROCEDURES
UNIT II

ASSIGNMENT SHEET #7 — COMPLETE A CRIME VULNERABILITY CHECKLIST

NAME _____ SCORE _____

This crime vulnerability checklist has been developed to evaluate conditions found to invite crime. Every factor evaluation which results in a "NO" finding should be examined and careful consideration given to implementation of the suggested procedure or one of similar design. When in doubt about your procedures, seek advice from local police regarding crimes predominant in your area.

Directions: Use the checklist provided in this assignment sheet to complete a crime vulnerability check of your training station or an assigned business.

(NOTE: Make arrangements with your training station supervisor or the manager of the designated business to complete this assignment.)

		Finding	
1.	Is the emergency procedures poster located at or near the telephone?	yes	no
2.	Have all employees been instructed in the crime prevention rules pertaining to opening, closing, and operations during business hours?	yes	no
3.	Have all employees been instructed in the location, use and policy related to the robbery alarm system?	yes	no
4.	Are robbery alarm switches located in more than one area of the business?	yes	no
5.	Have employees been instructed in what actions to take in the event of a false robbery alarm?	yes	no
6.	Are the robber and burglary alarms tested regularly by the alarm company?	yes	no
7.	Do two or more employees work as a team for opening AND closing the business?	yes	no
8.	Do opening employees inspect the facility from the outside before entering, looking for signs of a forced entry, etc.?	yes	no

ASSIGNMENT SHEET #7

9. Do opening employees drive around the facility once looking for any strangers loitering before entering? yes no

10. Once satisfied on entry, does one employee wait outside while the other enters? yes no

11. Does the entering employee inspect the entire facility, including restrooms, all storage areas, etc., and activate all normal lights, etc., and then exit? yes no

12. Does the inside employee then rejoin the outside employee to show that he or she is not being threatened, etc.? yes no

13. If the inside employee fails to exit, is the outside employee instructed to call the police at once? yes no

14. After the above procedures are completed, do both employees enter and secure all outside doors while they await the arrival of other employees? yes no

15. Are opening employees instructed to admit only employees, and then only if they approach alone or with other employees? yes no

16. Before opening for business, are all cash registers supplied with only the minimum amount of cash required for the regular operation? yes no

17. During daily operations, are all the cash registers inspected regularly to prevent cash buildup above the minimum amount needed? yes no

18. Is the cash register in a highly visible area of the business, in a place visible to patrons and other employees? yes no

19. Is the cash register area well lighted? yes no

20. Are all windows to the street and sidewalk free of advertising displays, etc., and the view of the cash register area unobstructed? yes no

21. Are all outside doors equipped with locks and peepholes or windows? yes no

22. Are all doors kept locked during business hours (except customer doors)? yes no

23. Is the manager's office door equipped with a peephole and deadbolt lock? yes no

ASSIGNMENT SHEET #7

24. Are all employees instructed to report unusual conduct by customers or others? yes no

25. Have employees been instructed to not give out information regarding business operations to customers, repairmen, or telephone callers? yes no

26. Is there procedural control over friends or ex-employees in the facility after closing or during business hours? yes no

27. Do you have an established closing procedure that is mandatory for all employees? yes no

28. Are two or more employees, at least one of which is a male employee, required to conduct closing procedures? yes no

29. Is the entire facility inspected ½ hour prior to closing to determine if any possible suspects are hiding inside? yes no

30. Is a second interior inspection conducted as last customers leave the business? yes no

31. Are **all** doors locked after the last customer leaves the business? yes no

32. Do closing procedures require that after closing no one is admitted to the business? yes no

33. Are employees instructed to keep all doors locked during cash counting procedures and no employees permitted to exit to remove trash, etc.? yes no

34. Are cash counting procedures conducted only in a locked office? yes no

35. Are all doors kept locked until the cash is secured in a safe equipped with a time lock or in a safe that cannot be opened by closing employees? yes no

36. Have safe procedures been established for locking the business at night? yes no

37. When locking up, does one employee remain inside and watch the others go to their cars? Does one outside employee inspect the car of the inside employee and then drive his own vehicle up to the exit of the business to pick up the one remaining inside employee after he or she locks the door? Does he then drive that employee to his or her car and wait until he or she is on the road? yes no

ASSIGNMENT SHEET #7

38. Have all employees been instructed in procedures to follow after a crime has been committed in the business? yes no

39. Have all employees received the following instructions? yes no

    a. Do as a robbery suspect commands.

    b. Speak calmly and slowly to suspects.

    c. Do not make any statement to the suspects that could be misinterpreted as a threat against them.

    d. Do not attempt heroics.

    e. Make no sudden or unexpected moves with your hands.

    f. Place money on the counter in front of the suspect, and back away from the counter slowly, keeping your hands in view at all times.

    g. Study the suspect carefully, noting physical features, clothing, etc.

    h. Watch and listen for vehicles leaving the scene of the crime.

    i. Write down physical descriptions, vehicle descriptions, direction taken, etc. as soon as possible after the suspect leaves.

    j. Call the police as soon as possible, using the emergency procedure poster to ensure that you give them the needed information.

    k. Preserve any evidence left at the scene by the suspects; e.g., robbery note, objects handled (fingerprints), etc.

40. Do two or more employees perform banking operations? yes no

41. Have all appropriate employees received the following banking operation instructions? yes no

    a. When making trips to the bank to make deposits of cash, alter the time and route to avoid being predictable.

    b. While at the bank, talk only to the tellers; avoid talking to strangers, or talking where strangers can overhear discussions of business operations or procedures.

ASSIGNMENT SHEET #7

c. Do not approach a night deposit box if others are at or near it; circle the block once and make your drop after others have left.

d. Always report any unusual observations to the manager or owner upon return to the business.

Crime Vulnerability Inspection conducted on: _____
(Date)

Inspection conducted by: _____

The following areas of deficiency were noted and corrective actions have been taken:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Checklist courtesy of California Restaurant Association, 3780 Wilshire Boulevard, Suite 600, Los Angeles, California 90010.

APPLYING ON-THE-JOB SECURITY PROCEDURES
UNIT II

ASSIGNMENT SHEET #8 — APPLY ON-THE-JOB SECURITY PROCEDURES IN CRIME-RELATED SITUATIONS

NAME _____ SCORE _____

Directions: The purpose of this assignment sheet is to help you apply on-the-job security procedures to real life situations. Read the case studies below and answer the questions following each one.

(NOTE: Remember, how you react to a given situation could be the difference between life and death.)

A. Jamie and Sam are responsible for opening Kate's Pastry Shop at 3:30 a.m. every morning. For the past several days, they had been having trouble with the lock on the front door so they had been using the rear entrance. After a quick look around the parking lot, Jamie and Sam went into the shop. Sam groped for the lights to the kitchen area. As Jamie walked by the door to the office, she thought she heard a noise but discounted the idea and began preparing some batter for the cake doughnuts.

Sam decided to go to the office to check the delivery schedule for some dairy supplies. Time lapsed and Sam did not emerge from the office. Jamie called but he did not answer so she decided to check on him to see if he had fallen asleep. As Jamie opened the door to the office, she was grabbed by the hair and pulled to the floor. She fought but was no match for her assailant.

That morning Sam suffered a skull fracture and Jamie was raped and beaten. The police investigation showed that entry had been made through the front door which had not been properly secured.

1. What is the first thing that could have prevented this situation?

_____

_____

2. What did they do wrong in opening the business?

_____

_____

3. What should Jamie have done when she thought she heard something?

_____

_____

ASSIGNMENT SHEET #8

4. What would you do to prevent this situation from happening again?

_____

_____

B. Jim is manager of the Pic-N-Pak convenience store and likes everything to be well-organized. He is very strict at following a schedule and he never deviates from his practices. In fact, his employees joke about his inability to make changes.

Every day Jim goes to the bank six blocks away at the same time, in the same car, and using the same route. His deposit is always carried in a green, vinyl pouch because he says green is his lucky color.

Tuesday, as usual, Jim announced to the employees that he was taking the deposit to the bank. He was right on schedule. Only this time Jim did not make the deposit. When he arrived in the parking lot outside the bank, a robber was waiting for him. Fortunately, Jim knew not to argue with the robber and complied with his demands. Later, when Jim was giving details to the investigating officer, he said, "I'm always so careful. I don't know how this could have happened to me."

1. List five factors that contributed to the robbery.

_____

_____

_____

_____

_____

2. What would you do to prevent this situation from happening again?

_____

_____

C. Pirates' Treasures is a new jewelry store owned by Bob and Cindy Jones. This is their first business venture and they want it to be successful. However, to keep costs down, Bob and Cindy are operating the business by themselves. This means that frequently only one person is working in the front area so the other can cover the office responsibilities. As a result, there is never any time for one of them to get away to make deposits during the day.

Bob and Cindy are trying hard to give their customers the assistance that is needed but sometimes they are just too busy to wait on everyone who comes in the store. Bob has promised Cindy he will hire some help as soon as they can afford it.

ASSIGNMENT SHEET #8

Four months after opening, Pirates' Treasures closed. Bob and Cindy had been robbed at gunpoint and more than $60,000 in money and jewelry had been taken. Insurance covered their financial loss but nothing could bring Bob back to life. Bob had chased the robber for several blocks before the robber had turned and fired. Before Bob could react, he had been mortally wounded.

1. What security procedures did Bob and Cindy fail to use?

_____

_____

2. How would you prevent this robbery and the subsequent murder from happening?

_____

_____

_____

D. Dan was fired from his job at Business Forms, Inc., for consistently wasting supplies and for harassing the other employees. As he was cleaning out his locker, he remarked to one of the employees that he would get even with all of them. The employee did not report the incident.

At 8:30 a.m., one week after Dan was fired, the secretary to the president received a threatening phone call. The caller said that a bomb had been placed in the facility and was set to go off at the peak of the business day. The secretary failed to get anyone's attention while she was on the phone so she hung up on the caller. After reporting the call to her supervisor, she went back to work. The supervisor and president decided to have their security personnel run a check of the facility but they were unable to find anything suspicious. The incident was discounted as a hoax.

At 1:30 p.m. that same day, the caller again reached the president's secretary and told her they had 30 minutes to clear the building before the bomb would explode. This time management called the police and a bomb squad was sent to the facility. The bomb squad asked that all personnel be evacuated from the building until the place could be thoroughly searched. The evacuation process was unplanned and employees were exiting in several different directions. There was no master list of employees and no one was prepared to account for the employees. Many of the employees went home after deciding there was not much chance of getting anything else done anyway.

Within fifteen minutes of beginning the search, the bomb squad located a fake bomb in the fired employee's locker. A card attached to the device read, "You're dead!"

1. Do you think the employee should have reported Dan's remarks to his supervisor? Why?

_____

_____

ASSIGNMENT SHEET #8

2. Do you think the secretary handled the situation properly? Why?

_____

_____

3. What had management failed to do with regard to their employees' safety?

_____

_____

4. What would you do to prevent this situation from happening again?

_____

_____

APPLYING ON-THE-JOB SECURITY PROCEDURES
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheets #1-#7 — Evaluated to the satisfaction of the instructor

Assignment Sheet #8

A. 1. The lock on the front door should have been repaired or replaced as soon as they realized it was not locking properly.

2. First, they should have entered through the front door. Second, only one person should have entered the shop and checked all areas thoroughly. The other employee should have stayed outside and waited for an all clear signal to be given. If the employee inside had not returned or had given a danger signal, the other employee could have alerted police to the situation.

   Also, no lights had been left on inside the shop which protected the criminal from being viewed by passing motorists.

3. Jamie should have told Sam of her concern at hearing something in the office. They could have immediately left the shop and summoned police to check the facility. It is better to be safe and embarrassed than to risk bodily harm.

4. First, make sure all doors and windows are securely locked. Second, make sure employees follow the opening procedures as listed in Objective II of this unit.

B. 1. Factors that contributed to the robbery include:

   a. The employees openly talked about Jim's practices.

   b. Jim went to the bank at the same time every day.

   c. He always used the same transportation.

   d. He took the same route.

   e. He never varied the money carrier. In fact, the green pouch is rather obvious.

   f. He announced to the employees that he was going to the bank.

   g. He was the only carrier.

2. Instruct employees not to discuss business practices, even jokingly, in public. Vary the time, mode of transportation, route and money carrier frequently. If possible, use more than one person to make deposits or use a security service.

ANSWERS TO ASSIGNMENT SHEETS

C. 1. They were not staffed to greet their customers effectively and to provide the assistance needed. They also left too much money in the store since their time was limited in making deposits. Also, Bob should not have pursued the robber. Once he was aware the robber was armed and had the means to act, Bob should have left the apprehension to the police.

2. If Bob and Cindy had better prepared themselves in terms of proper store security, they could have minimized their chances of being robbed. The lack of personnel and their obvious lack of experience in running the business marked the store as an easy target for would be robbers. Proper training could have prevented the robbery and Bob's subsequent murder.

D. 1. Yes. Since the employee knew Dan had the reputation of being a troublemaker, he should have alerted his supervisor to Dan's threat. When the first call was made, management might have taken the situation more seriously if they had known about the threat.

2. No. The secretary was not trained to handle the situation and she panicked and hung up the phone when she couldn't get anyone to help.

3. Management failed to train their employees in how to handle phone threats. They also had no planned evacuation procedure.

4. Implement a security program for the business and have employees practice all procedures. Name team leaders to assist in the evacuation procedure and have a designated spot for employees to meet away from the facility. A master list of all employees, by shift, should also be prepared. Stress to employees the importance of taking a bomb threat seriously and to stay calm in emergency situations.

APPLYING ON-THE-JOB SECURITY PROCEDURES
UNIT II

NAME _____ SCORE _____

TEST

1. Define the following terms.

   a. Demonstration — _____

   _____

   _____

   b. Evacuation — _____

   _____

   _____

2. Select true statements concerning the recommended opening procedure for business establishments by placing an "X" in the blanks preceding the true statements.

   _____a. Employees responsible for opening should arrive at same times.

   _____b. Before entering, employees should drive around building and carefully check for suspicious activity or damage to facility.

   _____c. If everything seems normal, the manager or designated employee should enter the facility using the rear entrance with the other employee standing near the entrance.

   _____d. The first employee in should turn on the lights and check the interior, including restrooms, offices, storerooms, and other places that might offer concealment for a thief.

   _____e. After a predetermined time, the employee should reappear in the rear entrance and signal the waiting employee.

   _____f. The signal should be changed periodically and be given both in a voice command and gesture to indicate it is clear. Another signal should be predetermined to indicate trouble.

   _____g. If the danger signal is given, the waiting employee should scream for help and run to a phone to call the police.

   _____h. If the clear signal is given, the waiting employee should enter the facility and leave the door unlocked until other employees have arrived.

TEST

3. Complete the following list of statements concerning the recommended closing procedure for business establishments by inserting the word(s) that best complete(s) each statement.

   a. Avoid closing a business _____.

   b. _____ minutes before closing, check the interior including restrooms, offices, storerooms and other spaces that might conceal a thief.

   c. Observe any unusual activity on the part of customers as they are _____ premises.

   d. _____ all external doors immediately at closing.

   e. Keep closing crew in business until _____.

   f. Use techniques for the prevention of _____.

4. Select true statements concerning door security procedures during business hours by placing an "X" in the blanks preceding the true statements.

   _____a. Rear doors should be locked when not in use.

   _____b. A small window or peephole should be present on rear doors for viewing all visitors.

   _____c. People requesting entry from rear doors, such as delivery personnel, should provide a good reason before door is opened.

   _____d. All doors should be kept locked before opening and after closing.

   _____e. All employees should enter through front entrance.

5. List four precautions for handling money.

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

   d. _____

   _____

TEST

6. Select true statements concerning transporting money to the bank by placing an "X" in the blanks preceding the true statements.

_____a. Select a bank close to the business.

_____b. Use same route to bank each day.

_____c. Vary time of day deposits are made.

_____d. Use a bank/money bag to carry money.

_____e. Announce to other employees that you are going to bank.

_____f. Money should be transported in a variety of carriers.

_____g. Use less-populated streets.

_____h. Notify the bank of your departure and give a close estimate of your time of arrival.

_____i. If bank personnel disagree with the amount of money to be deposited, have bank personnel recount money and make proper adjustments on deposit slip.

_____j. If a night deposit is made, check deposit slot twice to assure that deposit has dropped completely into bank.

_____k. Return to business immediately after making deposit.

7. Select from the following list techniques for the prevention of burglaries by placing an "X" in the blanks preceding the correct techniques.

_____a. Check all doors and windows at close of business and activate locks (internal and external) and security alarm.

_____b. Turn on outside security lights.

_____c. Leave interior lights on over the safe, entrance, and exit.

_____d. Lock safe.

_____e. Lock money drawers.

_____f. Keep minimum amount of money on premises.

_____g. Lock up extra keys, petty cash, and stamps.

_____h. Check all rooms and storage areas for any hiding intruders.

_____i. Report any suspicious loiterers in or near business at closing time to police.

TEST

8. List the three most important factors in committing a robbery.

   a. _____

   b. _____

   c. _____

9. Select true statements concerning techniques for the prevention of robberies by placing an "X" in the blanks preceding the true statements.

   _____a. Be alert during working hours.

   _____b. Keep the sales counter obstructed from outside the facility.

   _____c. Openly and properly greet customers.

   _____d. Look directly into customers' eyes as this may give you some indication of their intentions.

   _____e. Keep marked money ("bait money") in cash drawer or register to help identify the robber.

   _____f. Post decals to advertise security systems.

   _____g. Be aware of activities outside the store. Increase awareness during evening hours of operation.

   _____h. Be aware of blind areas around store where a person or vehicle could be hiding.

   _____i. Take note of possible escape routes that might be available to a fleeing person.

   _____j. Always call for a police patrol check if activities around store appear suspicious.

10. Complete the following list of statements concerning the procedure for reporting a robbery by inserting the word(s) that best complete(s) each statement.

    a. When robber has left the store, call the _____.

    b. In the event a person is injured, call the paramedics, then contact _____.

    c. Follow up the emergency calls with a call to your _____.

    d. Stay near the _____.

    e. Protect the crime area from any disturbance. Do not _____ any evidence.

TEST

f. Take out a _____ _____ _____ and fill in the appropriate information while it is fresh in your mind.

g. If other witnesses to robbery are present, ask them to write down robber's description and to _____.

h. Do not _____ the amount of the loss.

11. Select from the following list ways to prevent violence during a robbery by placing an "X" in the blanks preceding the correct ways.

_____a. Stall for time.

_____b. Remain calm.

_____c. Listen carefully to orders and carry them out precisely, without hesitation.

_____d. Do not argue with robber.

_____e. Keep any possible surprises from robber.

_____f. If robber is armed, try to get weapon.

_____g. Drop and lie perfectly still if shooting starts.

_____h. Chase or follow robber to assist police in apprehension of criminal.

_____i. Try to note the direction the robber goes and the mode of transportation used.

12. List six basic types of weapons.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

13. Select from the following list types of information included on a crime fact sheet by placing an "X" in the blanks preceding the correct types.

_____a. Height and weight

_____b. Marital status

_____c. Distinguishing characteristics

TEST

_____d. Type of clothing

_____e. Weapon exhibited

_____f. Speech

_____g. Attitude toward victims

_____h. Mannerisms

_____i. Mode of transportation used in escape

_____j. Direction taken to escape

14. Select true statements concerning the procedure for providing a physical description of the robber/assailant by placing an "X" in the blanks preceding the true statements.

_____a. Promptly fill out form provided by training station.

_____b. Do not omit any detail, no matter how insignificant it may seem.

_____c. Be accurate. Do not guess.

_____d. Compare notes with other witnesses.

_____e. Give form to investigating officer or supervisor as appropriate.

15. Complete the following list of statements concerning procedures for handling telephone threats by inserting the word(s) that best complete(s) each statement.

a. Bomb threat

1) Take bomb threat _____.

2) Remain calm.

3) _____ to the caller carefully.

4) Keep the caller talking while you alert other employee to situation.

5) Listen to _____ of caller's voice.

6) Ask for information pertaining to the bomb such as when it is set to explode and _____.

7) Listen for any _____ in background.

8) Ask why bomb was placed in facility and if there are any demands.

9) Note the _____ of the call.

10) _____ the caller's exact words if possible.

TEST

11) After call, contact your _____ or _____ immediately.

12) Notify the local law enforcement agency.

13) Offer investigating officers assistance in _____ the bomb.

14) _____ facility.

15) If time permits, lock equipment containing cash and secure valuables.

16) Do not return to facility until police have determined the threat was a hoax or until bomb has been removed.

b. Kidnap/hostage situation

1) Take kidnap/hostage situation seriously.

2) Remain calm.

3) Alert other employees, through prearranged _____, to the situation.

4) Verify that the situation is _____.

5) Keep caller _____.

6) _____ the caller's demands. Ask questions to determine why hostage is being held and how much money is needed.

7) _____ with caller.

8) _____ for time.

9) Attempt to arrange a hostage exchange for _____.

10) Cooperate with law enforcement officers in securing release of hostage.

16. Select true statements concerning the procedure to follow in the event of a demonstration by placing an "X" in the blanks preceding the true statements.

_____a. Contact management and inform them of situation.

_____b. Locate employees at key points in facility to report on demonstrators' activities. If activities are outside, place at least two employees at entrance to relay information.

_____c. Caution all employees to remain calm.

_____d. Secure any items of value. Minimize cash in drawers and registers.

_____e. Remove any items which could be used as weapons.

TEST

_____f. Proceed with business as usual.

_____g. If demonstration moves inside, ask employees to remain courteous but refrain from talking or coming in contact with demonstrators.

_____h. Advise employees to detain demonstrators if vandalism or stealing occurs.

17. Complete the following list of statements concerning plans for an emergency evacuation by inserting the word(s) that best complete(s) each statement.

    a. Have a _____ plan for evacuation.

    b. _____ plan with employees periodically and modify as necessary.

    c. Designate an area away from facility for _____.

    d. Assign _____ to direct evacuation and to account for all employees and customers.

    e. Make sure all _____ are clearly marked and free of clutter which could hamper the evacuation process.

    f. Stress the importance of _____.

(NOTE: If the following activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

18. Prepare a weekly schedule for transporting money to the bank. (Assignment Sheet #1)

19. List preventive techniques for burglaries and robberies which are used at your training station. (Assignment Sheet #2)

20. Identify locations where a thief could be hidden in your training station. (Assignment Sheet #3)

21. Prepare an emergency procedure poster. (Assignment Sheet #4)

22. Make a door code device for determining an offender's height. (Assignment Sheet #5)

23. Complete a crime fact sheet. (Assignment Sheet #6)

24. Complete a crime vulnerability checklist. (Assignment Sheet #7)

25. Apply on-the-job security procedures in crime-related situations. (Assignment Sheet #8)

APPLYING ON-THE-JOB SECURITY PROCEDURES
UNIT II

ANSWERS TO TEST

1. a. Demonstration — An organized, public display of group feelings toward a person or cause
   b. Evacuation — The organized withdrawal of people from a facility for safety purposes

2. a, b, d, f

3. a. Alone
   b. Thirty
   c. Leaving
   d. Lock
   e. Everyone is ready to leave together
   f. Burglaries

4. a, b, d, e

5. Any four of the following:
   a. Never allow money to build up in your register.
   b. Money drawers should be closed at all times when not in use.
   c. Do not discuss amount of money handled in store with friends or customers.
   d. Be alert. Do not let customers or disturbances draw your attention away from open cash drawer.
   e. Pay full attention in all cash transactions.
   f. Do not make change as part of sale. Handle as separate transaction.

6. a, c, f, h, j, k

7. All are correct

8. a. Amount of money
   b. Escape route
   c. Anonymity

9. a, c, d, e, f, g, h, i, j

10. a. Police
    b. The injured person's family
    c. Supervisor
    d. Phone
    e. Touch
    f. Robbery description sheet
    g. Remain until police arrive
    h. Estimate

11. b, c, d, g, i

ANSWERS TO TEST

12. a. Shotguns
    b. Machine guns
    c. Automatic pistols
    d. Revolvers
    e. Knives
    f. Bombs

13. a, c, d, e, f, h, i, j

14. a, b, c, e

15. a. 1) Seriously
    3) Listen
    5) Characteristics
    6) Any two of the following: where it has been placed, what it looks like, what type it is
    7) Identifiable noises
    9) Time
    10) Write down
    11) Manager, supervisor
    13) Locating
    14) Evacuate

    b. 3) Signals
    4) Real
    5) Talking
    6) Write down
    7) Cooperate
    8) Stall
    9) Ransom

16. a, b, c, d, e, f, g

17. a. Predetermined
    b. Practice
    c. Employees to meet
    d. Team leaders
    e. Exits
    f. Remaining calm

18.-25. Evaluated to the satisfaction of the instructor

TAKING PRECAUTIONS FOR PERSONAL SAFETY

UNIT III
UNIT OBJECTIVE

After completion of this unit, the student should be able to take proper precautions for personal safety. Competencies will be demonstrated by completing the assignment sheet, job sheet, and the unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms related to personal safety.
2. List precautions to take against possible attack.
3. Select true statements concerning precautions for leaving work after dark.
4. Select true statements concerning precautions for walking home after dark.
5. Complete a list of statements concerning precautions for driving home late at night.
6. Select from a list ways to prevent rape.
7. Select true statements concerning the procedure to follow if rape occurs.
8. Solve problems related to personal safety. (Assignment Sheet #1)
9. Simulate self-defense against personal assault. (Job Sheet #1)

TAKING PRECAUTIONS FOR PERSONAL SAFETY
UNIT III

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to class to supplement/reinforce information provided in this unit of instruction.

(NOTE: This activity should be completed prior to the teaching of this unit.)

B. Make transparency from the transparency master included with this unit.

C. Provide students with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets.

(NOTE: Use the transparency to enhance the information as needed.)

G. Provide students with job sheet.

H. Discuss and demonstrate the procedure outlined in the job sheet.

I. Integrate the following activities throughout the teaching of this unit:

1. Role play, then discuss potential assault situations.

2. Have students obtain local crime statistics pertaining to assault, rape, and murder.

3. Invite a resource person from your local law enforcement agency to discuss precautions for personal safety.

4. Invite a resource person from Rape Crisis Center to discuss precautions to reduce risk of rape, response to attack and legal issues pertaining to rape.

5. Meet individually with students to evaluate their progress through this unit of instruction, and indicate to them possible areas for improvement.

J. Give test.

K. Evaluate test.

L. Reteach if necessary.

REFERENCES USED IN DEVELOPING THIS UNIT

A. *Safety on the Streets*. National Safety Council, 425 North Michigan Avenue, Chicago, IL 60611.

B. *On Guard For Self-Protection and Personal Safety*. Office of Public Affairs, Oklahoma City Police Department, 701 Colcord, Oklahoma City, OK 73102.

C. *Just Another Statistic*. A Crime Prevention Booklet. National Safety Council, 444 North Michigan Avenue, Chicago, IL 60611.

D. Collection of articles. National Restaurant Association, 311 First Street, N.W., Washington, D.C. 20001.

SUGGESTED SUPPLEMENTAL MATERIALS

Publications . . .

A. Scriptographic Booklets. Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373-0200.

1. *ABC's of Self-Protection*
2. *30 Ways You Can Prevent Crime*
3. *Women and Self Protection*
4. *About Date Rape*
5. *About Rape*
6. *Don't Take Chances on Campus*

B. *Being Safe*. Rape Treatment Center, Santa Monica Hospital Medical Center, 1981.

C. *Taking Action: What To Do If You Are Raped*. Rape Treatment Center, Santa Monica Hospital Medical Center, 1982.

(NOTE: Copies of B and C may be obtained by writing to the Rape Treatment Center, Santa Monica Hospital Medical Center, 1225 Fifteenth Street, Santa Monica, CA 90404.)

Videotapes . . .

A. *Can't You See Me*. Video and Instructional Guide. WRI Education, 11722 Sorrento Valley Road, San Diego, CA 92121. Call toll-free 1-800-972-3635.

(NOTE: This 20-minute video brings students face to face with the facts, the emotions, and the consequences of rape.)

SUGGESTED SUPPLEMENTAL MATERIALS

B. *Rape . . . A Matter of Survival.* Videotape. Bullfrog Films, Inc., Oley, Pennsylvania 19547. Call 215-779-8226.

(NOTE: This 28-minute video challenges women to develop their own prevention and survival plan. In Oklahoma this videotape may be obtained by contacting Consumer Education Coordinator, Oklahoma Department of Economic and Community Affairs, 4545 North Lincoln Boulevard, Suite 285, Oklahoma City, OK 73105.)

Local, state, and national organizations and agencies. . .

(NOTE: A variety of booklets and pamphlets are available through the following agencies. Contact your state organizations and agencies to obtain information on personal safety.)

A. YWCA

B. Rape Crisis Center

C. Domestic Violence Center

D. Department of Public Safety

E. Law enforcement agencies

Example: The Office of Public Affairs, Oklahoma City Police Department, 701 Colcord, Oklahoma City, OK 73102, offers the following publications:

1. *Tips for Avoiding Rape*
2. *Date Rape: When "No" Means "NO"*
3. *Stop a Thief*
4. *Burglaries: What You Can Do to Prevent Them*

F. Independent Insurance Agent's Association

G. Chief, National Institute of Mental Health. U.S. Dept. of Health, Education and Welfare, 5600 Fisher's Lane, Rockville, MD 20857

TAKING PRECAUTIONS FOR PERSONAL SAFETY
UNIT III

INFORMATION SHEET

I. **Terms and definitions**

A. Rape — Any sexual intimacy forced upon one person by another.

(NOTE: Check your state law for the court's definition of rape. It will vary from state to state.)

B. Sexual assault — Violence with sexual involvement

II. **Precautions to take against possible attack**

A. Be aware of your surroundings at all times.

B. Appear confident and assertive. Look like you know what you are doing.

(NOTE: Assailants usually seek someone who can be easily intimidated and overpowered.)

C. Listen to your intuition or "gut feelings."

(NOTE: If you feel danger, act on it.)

D. Dress practically. Tight or bulky clothing, high heels, etc. make running or struggling difficult.

(NOTE: The type of clothing you wear may also draw unfavorable attention to you.)

E. Keep your arms free or be prepared to drop bundles and run.

(NOTE: Be aware that when your arms are full you are more vulnerable to attack.)

F. Plan your method of resistance and practice until you feel comfortable with it.

(NOTE: If someone announces intentions of killing you and has the means, you might as well try to escape. If you comply, you are going to get killed so you have nothing to lose.)

III. **Precautions for leaving work after dark**

A. Prearrange for a friend or relative to transport you home.

B. Make sure family member or roommate knows when you get off work and when you are expected home.

C. Alert family or friend to changes in schedule.

INFORMATION SHEET

D. Familiarize yourself with employees of neighboring businesses.

(NOTE: Safety can be enhanced when community businesses join together in defense of criminal activities.)

E. Do not wear expensive jewelry or carry large amounts of cash with you.

IV. Precautions for walking home after dark

A. Walk with another person if possible.

B. Walk at a distance from alley entrances, store fronts, and shrubbery. Stay near the curb rather than close to buildings.

C. Avoid parks or open fields.

(CAUTION: Never take shortcuts through poorly lighted areas.)

D. Do not linger in deserted areas.

E. Walk with head up, alert to people, movement, and sound around you.

F. Don't carry a purse if at all possible. Otherwise carry your purse close to the body or under your coat.

G. Walk on the side of the street facing oncoming traffic. This allows you to see any approaching car.

H. Be wary if people in a car stop to ask directions.

I. Never accept a ride from a stranger. That includes no hitchhiking.

(NOTE: Accepting rides from strangers is equally hazardous for men and women.)

INFORMATION SHEET

J. If approached by a stranger in a car, run in a direction opposite to the way the car is headed.

K. Run to the nearest home or business and summon help if being pursued.

(NOTE: Do not run to your own home. A pursuer would know where to find you.)

L. Scream for help. Do not hesitate if a threatening situation exists.

(NOTE: If assaulted, report it to police immediately.)

V. Precautions for driving home late at night

A. Always park by the door, or get an escort to the parked car.

B. Always lock car doors to prevent entry by an unwanted passenger.

C. Check the backseat before entering car to be sure no one is hiding.

D. Once you have entered the car, lock the doors and keep windows rolled up so no one can reach through the window.

E. If someone calls to you in the parking lot, do not turn your head or respond in any way. Pretend you did not hear the individual.

F. Know where your local police station is and drive there if you are being followed.

(NOTE: Do not get out of the car. Honk the horn until an officer comes out.)

G. Never lead anyone to your home. If a police station is not nearby, go to a busy area of town and look for a police officer.

H. Stay off deserted roads where you can be terrorized or run off the road.

I. Make sure you have ample gasoline, a good battery, and sound tires to avoid possible breakdown.

J. If you have a flat tire in a questionable area, drive on it until you reach a safe, well-lighted spot.

K. In the event of car trouble, lift the hood of car to signal for help. Get back in the car promptly and lock the doors. Leave lights and emergency flasher on at night. If someone stops, lower window a crack and ask person to call for assistance.

(CAUTION: Never let a stranger in the car.)

INFORMATION SHEET

VI. **Ways to prevent rape** (Transparency 1)

A. Carry an external form of defense at night such as a flashlight, whistle or umbrella.

(NOTE: It is suggested that you do not carry a knife or gun as these weapons could easily be taken away and used against you. A nail file, car keys and/or your fingernails are useful weapons against attack.)

B. If you feel you are being followed, cross the street often.

C. Avoid loitering in parking lots, libraries, public bathrooms, unlighted pathways, elevators, entry ways, unattended classrooms, and parking lots.

D. Be aware of what is happening around you. Think about protecting yourself and what you are going to do if a strange man approaches you.

E. Do not panic if you find yourself in a rape situation. Scream, blow a whistle, or try to distract him and run away.

F. Fake being sick. Go into convulsions, pretend to have stomach pains, claim to have VD or your period, or fake a seizure.

G. Talk to the guy, call out to an imaginary friend in the distance, or tell him you are expected home immediately.

H. Do not allow your self-determination and control to be undermined by a relationship with a male. Be confrontive and do not automatically assume that casual acquaintances are trustworthy. It is better to offend someone or appear foolish than to become a victim of rape.

I. If bodily contact is made, fake fainting and collapse in rapists arms.

J. Basic prevention is to use common sense, be alert, and be cautious. Be prepared in case **you** are victimized one day.

VII. **Procedure to follow if rape occurs**

A. Remain calm enough to notice everything you can about rapist, where it occurred, and other evidence at scene of crime.

B. Call police or Rape Crisis Center immediately after attack.

C. Do not bathe, douche, or change clothes.

D. Go to hospital emergency room for examination and medical care within 24 hours after assault.

E. Call a friend or family member to be with you.

INFORMATION SHEET

F. Write down the physical characteristics of rapist and any information which may help in the police investigation.

G. Seek counseling, assistance, and support through the local Rape Crisis Center.

Facts About Rape

- Rape is a crime of violence, not sex.
- Statistics indicate you are more likely to be attacked by someone you know casually than by a total stranger.
- Rapists have no outstanding physical characteristics. They look like everybody else.
- Rape is often planned. It is not an impulsive act.
- There is no specific place or time for rapes to occur.
- August is the month during which rapes occur most frequently and January is the month in which the least number of rapes occur.
- The victim is **not** the guilty party.

TAKING PRECAUTIONS FOR PERSONAL SAFETY
UNIT III

ASSIGNMENT SHEET #1 — SOLVE PROBLEMS RELATED TO PERSONAL SAFETY

NAME _____ SCORE _____

Any man, woman, and child is a potential crime victim, but proper planning and taking precautions can safeguard us from many of the dangers.

Directions: Read each of the following situations and answer the questions which follow.

A. Dee works until 9:00 p.m. two nights a week at a local department store. Usually she has a ride home with her best friend Patty. However, Patty was not at work last night. Instead of calling her Mom and Dad to pick her up, Dee accepted a ride from one of the young men who is employed at the store. Dee knew his name was Dwight and that he was a sophomore at the local community college, but she did not know anything else about him. But Dee thought nothing could happen if he was only giving her a ride home.

Dwight did take Dee home that night after taking her to an isolated spot and raping her. Her parents were not concerned when Dee arrived home at 10:15 p.m. because Patty and Dee often stopped to get a cola after work, and since Dee had not called to tell her parents that someone else would be bringing her home, they had no reason for concern.

Dee did not tell her parents about being raped. She was afraid they would punish her for accepting a ride from someone she really didn't know. In fact, Dee blamed herself for allowing it to happen.

1. What did Dee do wrong?

_____

_____

_____

2. Was Dee right in not telling her parents that she had been raped? Why?

_____

_____

_____

ASSIGNMENT SHEET #1

B. Alan is always bragging to his friends that he can handle any situation. As an assistant manager at Eskimo Joe's Grill, Alan often closes the business alone. He parks his car across from the alley in back of the building. As he was locking the rear entrance Thursday night, he heard someone call for help. Alan finished locking the door then turned in the direction of the voice. "What do you need?" Alan asked. "I have a flat tire and I need someone to hold the flashlight so I can get it changed," came the reply. With that, Alan approached the man, took the flashlight, and bent down to focus the light on the tire. A few minutes later, another man emerged from the dark alley and struck Alan from behind with a jack handle.

The two men then took Alan's keys to the business and stole the night's receipts, some food and a portable color television set. Alan's father found him three hours later, sitting in a dazed condition in the spot where he had been struck. Alan was lucky to have only suffered a concussion. Since that night, Alan has stopped bragging. Now he talks about the importance of being safety conscious.

1. What did Alan do wrong?

_____

_____

_____

2. What did Alan learn from his unfortunate experience?

_____

_____

_____

C. Jane kept telling herself that she needed to take her car in to be checked. But she said she didn't have the time or the money to get it fixed. Halfway home from work Monday night, Jane's car stalled. For thirty minutes she sat in the car and tried to get it started again. When the last attempt failed, she threw open her car door, slammed it in disgust, and started walking for home. After all, Jane thought, she wasn't going to sit in that car and freeze. And, a full moon was out so she could easily see where she was going.

Jane was only four blocks from home when she noticed car lights approaching behind her. She kept on walking. Soon the car was beside her but the driver was making no attempt to drive on. Suddenly, Jane panicked and started running for home. The car continued to follow Jane and only after she had reached the front door of her house did the car speed away.

1. What did Jane do wrong?

_____

_____

_____

ASSIGNMENT SHEET #1

2. What would you do in the same situation?

D. Sara delivered flowers for Bouquets Galore and she loved her job because she got to meet a lot of new people. Sara never worried that this job could be dangerous because she made deliveries by herself. After all, she worked in broad daylight.

It was Valentine's Day and Sara was just completing her first round of deliveries. As she closed the rear doors on the van, Sara had the strange feeling that she was being watched. Sara proceeded to the driver's side of the van. Before she could react, she found herself staring at the end of a knife which was pointed directly at her throat. Her assailant instructed her to get in the van and keep quiet. Sara began to scream as the van pulled away from the curb. Her assailant delivered a blow to the left side of her face to silence her. "Shut up or you're dead," he said. The rapist then drove Sara to a vacant lot and repeatedly raped her and slashed her with a knife.

No one told Sara how to resist a rapist. Her instincts told her to scream but that wasn't enough to scare her attacker away. Sara survived the rape and assault, but she has been unable to return to school and her job. The experience has left Sara with permanent physical and mental scars.

1. What did Sara's employer fail to do in preparing Sara for the job?

2. What could Sara have done, if anything, to resist the rapist?

3. Is there a local agency in your town that provides support and counseling to rape victims? If so, identify and list their address and phone number.

ASSIGNMENT SHEET #1

E. Kevin and Brad are seniors at Mid-America High School. Both boys work at the same training station after school. Bill, their supervisor, has a lot of confidence in Kevin and has given him additional responsibilities such as closing out the cash drawers at the end of the shift. Kevin takes pride in his work and does not want to disappoint Bill. The cash drawer Kevin uses with Brad has been short three times in the past month. Kevin has been covering the losses by paying the difference from his own pocket. Therefore, Bill is unaware of the problem.

Kevin has told Brad repeatedly that if he doesn't quit stealing money from the cash drawer, he is going to report him to their supervisor. Brad, in turn, has told Kevin that he will "get him" if he tells.

Last night, the cash drawer was short $25. Kevin told their supervisor that Brad had been taking money from the drawer and that he had been covering the losses for the last month. When confronted by Bill, Brad admitted he had been stealing the money. He said he needed the extra money for personal expenses. Brad was fired and Kevin was reprimanded for not reporting Brad sooner.

Today, Brad and two of his friends were waiting for Kevin at his car in the school parking lot. Kevin warned Brad not to do anything since he was already in enough trouble, but Brad persisted. Then Kevin told Brad's friends that it wasn't their concern. He even tried to distract the boys and run away, but he wasn't fast enough. Next, he tried screaming for help. With that, the three boys attacked Kevin. Kevin started fighting back. He was no match for the three boys, but, after delivering a few solid punches of his own, they left him, still standing, in the parking lot.

Kevin suffered a black eye and a busted lip, and his favorite shirt was torn, but he is proud that he did not panic and was able to resist his attackers.

1. What did Kevin do wrong in handling the situation?

   _____

   _____

   _____

2. What did Kevin do right in handling the situation?

   _____

   _____

   _____

3. What would you do if you found yourself in Kevin's situation?

   _____

   _____

   _____

TAKING PRECAUTIONS FOR PERSONAL SAFETY
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

A. 1. Dee should not have accepted a ride from Dwight. Although she knew who he was, she should have declined his offer and called her parents.

2. No. Dee only made matters worse when she did not tell her parents that she had been raped. It was **not** Dee's fault and she should not feel guilty for what happened. If Dwight is not punished, he could continue to victimize other young women.

B. 1. Alan did not take his personal safety seriously enough. He should not have closed the business alone. This left him vulnerable to attack. Also, under the circumstances, Alan should have ignored the call for help. It was too dark for him to see who he was talking to and if the situation was real.

2. Alan learned that there is more to personal safety than just feeling confident about yourself. Being aware of possible dangers and taking the proper precautions is necessary to avoid this type of situation.

C. 1. Jane should have taken her car in immediately to be repaired. This would have prevented the situation from ever happening.

When Jane's car did stall, should she have turned on her emergency flashers on the car, raised the car hood, and locked herself in the car until help arrived. She should not have walked home alone. Once she started walking though, she should have walked on the side of the street facing oncoming traffic. And, Jane should have gone to the nearest business or house for help when it was obvious that she was being followed. It is never advisable to show a would-be attacker where you live.

2. Evaluated to the satisfaction of the instructor

D. 1. She was not trained in on-the-job and personal safety procedures. If Sara had been better prepared, she might have been able to escape or talk her attacker out of it.

2. She could have warned the rapist that she had VD or her period, or she could have faked fainting or sudden illness.

3. Evaluated to the satisfaction of the instructor

E. 1. Kevin should have reported the money shortage to his supervisor immediately. He should not have let the problem persist for a month before taking action.

ANSWERS TO ASSIGNMENT SHEETS

2. He did not let Brad's threat stop him from reporting Brad to their training station supervisor. Also, when confronted, Kevin used several strategies to resist his attackers. First, he tried to talk Brad and his friends out of it; second, he tried to distract the boys and run away. Kevin continued to try different strategies until it was obvious he had to fight back or take a serious beating. By fighting back, Kevin probably minimized the extent of his injuries.

3. Evaluated to the satisfaction of the instructor

TAKING PRECAUTIONS FOR PERSONAL SAFETY
UNIT III

JOB SHEET #1 — SIMULATE SELF-DEFENSE AGAINST PERSONAL ASSAULT

A. Resources needed

1. Fellow classmate or instructor
2. Purse or money bag
3. Exercise mat or cushion for floor
4. Loose fitting clothing

B. Procedure

(NOTE: If an attacker is holding a weapon such as a knife or gun, do not resist unless it becomes a matter of survival.)

1. Stand facing attacker (classmate or instructor) on mat.
2. Hold purse or money bag in your left hand.
3. Watch as attacker moves forward and grabs your throat with right hand. (Figure 1)

FIGURE 1

4. Immediately place your right foot forward as you bend both knees.

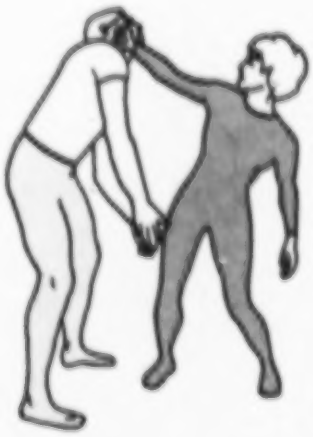
JOB SHEET #1

5. Sharply twist your body left as you strike attacker's right wrist with the heel of your right hand. (Figure 2)

FIGURE 2

6. Follow-up with an edge-of-the-fist blow to the right side of the attacker's neck or face. An elbow blow to the face could be used effectively if the attacker is close. (Figure 3)

FIGURE 3



7. Repeat procedure slowly several times to become comfortable with procedure.

TAKING PRECAUTIONS FOR PERSONAL SAFETY
UNIT III

NAME _____ SCORE _____

TEST

1. Define the following terms:

   a. Rape — _____

   _____

   b. Sexual assault — _____

   _____

2. List four precautions to take against possible attack.

   a. _____

   b. _____

   c. _____

   d. _____

3. Select true statements concerning precautions for leaving work after dark by placing an "X" in the blanks preceding the true statements.

   _____a. Prearrange for a friend or relative to transport you home.

   _____b. Make sure family member or roommate knows when you get off work and when you are expected home.

   _____c. Alert family or friend to changes in schedule.

   _____d. Familiarize yourself with employees of neighboring businesses.

   _____e. Wear expensive jewelry and carry large amounts of cash to show you are very successful and should not be bothered.

4. Select true statements concerning precautions for walking home after dark by placing an "X" in the blanks preceding the true statements.

   _____a. Walk with another person if possible.

   _____b. Walk close to alley entrances, store fronts, and shrubbery. Stay away from the curb.

TEST

_____c. Avoid parks or open fields.

_____d. Do not linger in deserted areas.

_____e. Walk with head down and avoid people.

_____f. Walk on the side of the street facing oncoming traffic. This allows you to see any approaching car.

_____g. Never accept rides from a stranger.

_____h. Run to your home if being pursued.

_____i. Scream for help. Do not hesitate if a threatening situation exists.

5. Complete a list of statements concerning precautions for driving home late at night by inserting the word(s) that best complete(s) each statement.

   a. Always park _____, or get an escort to the parked car.

   b. Always _____ car doors to prevent entry by an unwanted passenger.

   c. Check the _____ before entering the car to be sure no one is hiding.

   d. Know where your local _____ is and drive there if you are being followed.

   e. Never lead anyone to _____. If a police station is not nearby, go to a busy area of town and look for a police officer.

   f. Stay off _____ where you can be terrorized or run off the road.

   g. Make sure you have ample _____, a good battery, and sound tires to avoid possible breakdown.

   h. In the event of car trouble, _____ of car to signal for help. Get back in the car promptly and lock the doors.

   i. Leave lights and _____ on at night.

   j. If someone stops, lower window a crack and ask person to _____.

6. Select from the following list ways to prevent rape by placing an "X" in the blanks preceding the correct ways.

   _____a. Carry an external form of defense at night, such as a flashlight, whistle, or umbrella.

   _____b. If you feel you are being followed, cross the street often.

TEST

_____c. Avoid loitering in parking lots, libraries, public bathrooms, unlighted pathways, elevators, entry ways, unattended classrooms, and parking lots.

_____d. Be aware of what is happening around you. Think about protecting yourself and what you are going to do if a strange man approaches you.

_____e. Do not panic if you find yourself in a rape situation. Scream, blow a whistle, or try to distract him and run away.

_____f. Kick or knee rapist in groin.

_____g. Fake being sick. Go into convulsions, pretend to have stomach pains, claim to have VD or your period, or fake a seizure.

_____h. Verbally assault the rapist.

_____i. If bodily contact is made, fake fainting and collapse in rapist's arms.

7. Select true statements concerning the procedure to follow if rape occurs by placing an "X" in the blanks preceding the true statements.

_____a. Remain calm enough to notice everything you can about rapist, where it occurred, and other evidence at scene of crime.

_____b. Call police or Rape Crisis Center immediately after attack.

_____c. Bath and change clothes immediately.

_____d. Go to hospital emergency room for examination and medical care within 48 hours after assault.

_____e. Call a friend or family member to be with you.

_____f. Write down the physical characteristics of rapist and any information which may help in the police investigation.

_____g. Seek counseling, assistance and support through the local Rape Crisis Center.

(NOTE: If the following activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

8. Solve problems related to personal safety. (Assignment Sheet #1)

9. Simulate self-defense against personal assault. (Job Sheet #1)

TAKING PRECAUTIONS FOR PERSONAL SAFETY
UNIT III

ANSWERS TO TEST

1. a. Rape — Any sexual intimacy forced upon one person by another
   b. Sexual assault — Violence with sexual involvement

2. Any four of the following:
   a. Be aware of your surroundings at all times.
   b. Appear confident and assertive. Look like you know what you are doing.
   c. Listen to your intuition or "gut feelings."
   d. Dress practically.
   e. Keep your arms free or be prepared to drop bundles and run.
   f. Plan your method of resistance and practice until you feel comfortable with it.

3. a, b, c, d

4. a, c, d, f, g, i

5. a. By the door
   b. Lock
   c. Backseat
   d. Police station
   e. Your home
   f. Deserted roads
   g. Gasoline
   h. Lift the hood
   i. Emergency flasher
   j. Call for assistance

6. a, b, c, d, e, g, j

7. a, b, e, f, g

8. Evaluated to the satisfaction of the instructor

9. Performance skills evaluated to the satisfaction of the instructor